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AUTHOR Shively, Joe E.
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ABSTRACT

A needs sensing confirmation study was conducted to identify the Appalachia Educational Laboratory's (AEL) long term research and development program needs and provide guidelines for its seven member states' activities. The AEL Board of Directors, individuals serving in similar positions as the Board members, and a sample of non-public school administrators were surveyed. Previous AEL educational needs studies (1980-83) utilized the need statements generated by statewide conference participants in 1980. This 1984 study used 21 needs statement summaries, with a rating scale of 0 to 4 for evaluating importance. Results for 1980-83 indicated that important educational needs had not shifted extremely over time; consequently, no major shifts in AEL services or long term programmatic research and development should have occurred as a function of these results. The 1984 survey results were strikingly similiar to the previous studies: mastering basic skills and developing the knowledge, skills, and attitudes to be effective life-long learners were very important in each state and across the region. Those surveyed were in high agreement concerning the importance of the needs statements. Twenty tables summarize the findings, and extensive appendices (about half the document) contain communications with and listings of those surveyed, and the needs statement instrument used. (BS)

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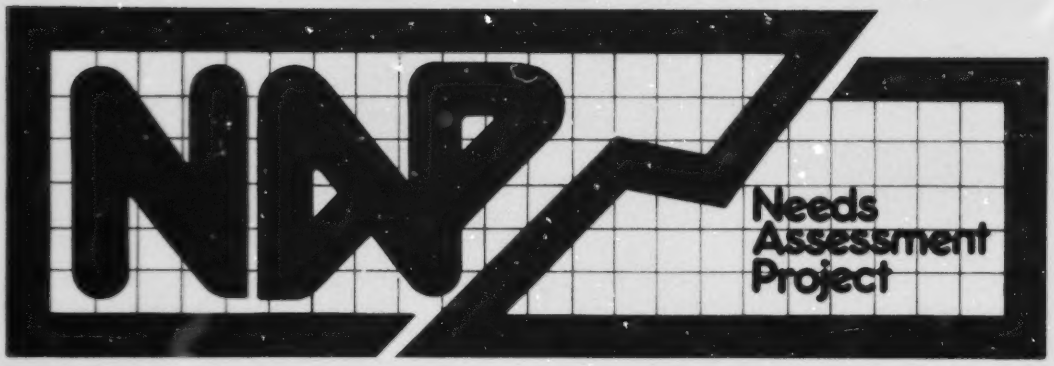

Needs Assessment Project
FY 84 Confirmation Study

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Appalachia Educational Laboratory

Charleston, West Virginia 25325

NEEDS ASSESSMENT PROJECT

FY 84 CONFIRMATION STUDY

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Joe E. Shively

Educational Services Office
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, West Virginia 25325

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J.E.S

NEEDS ASSESSMENT RATIONALE

Following issuance of an administrative policy statement detailing procedures for establishing long-term institutional relationships, the National Institute of Education (NIE) formally requested the Appalachia Educational Laboratory (AEL) to enter into such a relationship. However, one of the special conditions of the request was that AEL develop effective ways of determining the educational needs of its region's varied population. Thus, as part of the FY 80 contractual agreement between the two agencies, NIE mandated and formally funded AEL to conduct a region-wide assessment of educational needs.

FY 80 NEEDS ASSESSMENT DESIGN

The first step in the Needs Assessment (NA) Project was to develop a plan of operation or design. The design could not be static but instead had to be part of a long-term dynamic process of setting AEL goals and directions. It had to be comprehensive (involving inputs from a wide array of regional constituencies), implemented in an efficient and valid manner, and acceptable to both NIE personnel and AEL's Executive Board. A design was prepared, submitted for review to various groups (e.g., AEL staff, NIE, other R & D centers, state education officials) and revised accordingly.

Design Implementation

There were four major events associated with the implentation of the design: conducting state conferences to identify educational needs, determining the validity of the lists of educational needs, developing state R & D service agendas through meetings with State Education Agency

(SEA) personnel, and developing AEL's long-term programmatic R & D agenda. These major events and concomitant activities are presented below.

State Conferences

The participants at each conference represented a cross-section of groups that were concerned with or involved in the educational process. Appropriate educational organizations (e.g., state teacher education associations, parent-teacher associations, state school board associations) were asked to nominate personnel to represent the various input groups. Similarly, contact was made with non-educational and equity organizations (e.g., Chamber of Commerce, National Association for the Advancement of Colored People, Administration of Aging) for identification of potential participants at each conference. Selection criteria included (but were not limited to) a nonurban background, a positive attitude toward ruralism and Appalachia, and a knowledge of education. Participants were then randomly selected from the lists of potential participants. In each AEL member state a conference was then convened whereby the selected participants developed a list of educational needs that were deemed important within the state. The list was generated using a set of procedures developed by Dr. Nagle. The set of procedures used at the conferences involved participants (in groups) in generating and using two kinds of information: designative information (D) about the "what is" state of something, and comparable appraisive information (A) about "what is preferred." A third kind of information, prescriptive information (P) that suggests what to do when discrepancies can be identified between D and A, was not generated or used by conference participants.

The final product of each state conference was a list of educational needs. This list, developed through group discussions, also reflected the degree of concensus achieved among the participating conference members through the use of a rating scale.

Validation Process

In order that the current laboratory strengths not be ignored, it was imperative that the legitimacy of current R & D divisional activities--based on previously conducted needs assessments and well-documented capabilities in several nationally visible and important programmatic areas--be established. Hence, divisional staff prepared 39 statements of needs that they had identified in their program work. These statements were formatted similarly to those that were prepared at the state conferences.

To determine the validity of the needs generated at each of the state NA conferences and by the AEL R & D Divisions, a validation study was conducted. After state conference participants had been chosen from the list of names submitted by the groups, five individuals per participant (names, addresses, and telephone numbers) not selected from each of the groups were requested to participate in the validation study.

AEL NA generated a validation procedure and appropriate instructions. The rating procedure was almost identical to that used at the conferences. The materials (with instructions) were distributed to the individuals who had agreed to serve as validators. Validators were required to validate only needs generated at the conference in the state where they resided, and the AEL generated needs. While validators were informed that the needs they were to validate came from the two sources (state conference

and AEL), the validators were not told which needs were from a particular source.

State R & D Agendas

In order that AEL positively respond to its role of dealing with the community of educational practitioners, meetings were held with each Chief State School Officer (CSSO), appropriate SEA personnel, and the AEL caucus (in-state Board members) to discuss the validated list of their state's needs and other state-related needs data.

Procedures for conducting these meetings also provided guidelines for translating the validated educational needs into needs that were amenable to an R & D solution. From these meetings emerged state agendas of R & D needs.

AEL R & D Agenda

The first major activity associated with the development of AEL's long-term programmatic R & D agenda was the generation of state and division need statements (see preceding sections). The second major activity was the identification and preparation of commissioned and division papers. The third major activity involved the establishment and utilization of a Steering Committee (SC) to guide and direct long-term programmatic R & D activity.

Commissioned papers. Although the original NA design indicated that these commissioned papers would help to establish AEL's long-term programmatic R & D agenda, it was felt that the papers would serve AEL best if they were written on R & D areas in which the Laboratory was definitely going to work.

Division papers. Division papers were prepared by AEL divisional staff with additional external assistance as needed. The Career Guidance paper dealt with the role of educational institutions and other agencies in assisting individuals to develop the knowledge and skills important for their career development.

The Childhood and Parenting paper focused on research and development pertaining to the parenting practices of families in the Appalachian Region, as these practices related to (1) young children's development and educational progress through the early school years, and (2) preparation for parenthood.

Steering Committee. In order that AEL positively respond to its role of dealing with the R & D community, a Steering Committee (SC) was established to provide guidance and direction in the determination of long-term programmatic R & D activities. This committee was comprised of the AEL Executive Board's Planning and Development Committee, and a rural sociologist who had an understanding/knowledge of education, R & D, and Appalachia. The SC met several times in the process of preparing alternate long-term R & D agenda. Input was reviewed, summary need statements (prepared by clustering the top quartiles of need statements) were discussed, and program precis were considered. After rating the alternate agenda prepared by the SC, AEL's Executive Board approved an agenda with thrusts in the areas of School/Family Relations, Lifelong Learning, and Basic Skills.

FY 81 REVALIDATION STUDY

The original NA project previously described began a multi-year cycle of AEL activities. The outputs of the first year's activities shaped

(a) R & D services provided to each member state, and (b) programmatic R & D activities in which AEL has begun and will continue to be engaged for three to seven years. The ongoing NA cycle will thus be used to refine or refocus AEL work during the following years; the overall iterative nature of the AEL NA project will also permit redirection of future AEL work. In order to continuously monitor the emerging educational needs of its member states--especially during the years between the comprehensive regional needs assessments--AEL initiated a study in 1981 to reaffirm the importance of the educational needs statements generated originally in 1980 in the state conferences.

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a revalidation study in FY 81 was conducted. Through interactions with members of the Educational Services Office Advisory Committee, each state education agency representative was to secure a list of about 25 names of individuals and submit them to AEL. The composition of the list was to represent a cross-section of groups that were concerned with or involved in the educational process. Specifically, the individuals were to represent the same groups that were utilized in the original needs assessment state conferences and validity study. It should be noted that one state, Pennsylvania, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements (one statement per slip) and sorted the slips into different rating piles (a Q-sort technique), the revalidators received the needs statements in a typical rating scale format (10-12 need statements per page with a 5-point rating scale for each item). Revalidators were required to validate only need statements generated at the conference in

the state where they reside; they did not rate statements from other states or the AEL generated needs.

FY 82 VERIFICATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a verification study in FY 82 was conducted. While the original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process, the FY 82 verification study focused on just one of the groups: teachers.

Consequently, each state's Classroom Teacher Association representative on AEL's Board of Directors was contacted. Their assistance in securing names and addresses of 50 teachers who would be willing to participate in the verification study was solicited. The sample of teachers in each state was to include ten teachers in each of five categories: (1) guidance and counseling, (2) elementary, (3) secondary, (4) vocational education, and (5) special education. Because of AEL's nonurban orientation, the sample was to include predominately teacher representatives from nonurban areas of the state. It should be noted that two states, Pennsylvania and West Virginia, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements to Q-sort into rating piles, the participants in the FY 82 verification study received the needs statements in a typical rating scale format--identical to the FY 81 revalidation procedure. Again, the participants in FY 82 were required to validate only need statements

generated at the conference in the state where they reside and not those from other states or AEL.

FY 83 REVERIFICATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 state NA conferences, a reverification study in FY 83 was conducted. The original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process, and the FY 82 verification study focused on just one of the groups (teachers). The FY 83 reverification study also focused on just one of the groups: local superintendents.

Consequently, each state's School Superintendent Association representative on AEL's Board of Directors was contacted. Their assistance in securing names and addresses of 20 superintendents who would be willing to participate in the reverification study was solicited. Because of AEL's nonurban orientation, the sample was to include predominately superintendent representatives from nonurban areas of the state (see Appendix A). It should be noted that one state, Tennessee, did not supply AEL with a list of names.

While the original groups of validators received a packet of need statements to Q-sort into rating piles, the participants in the FY 83 reverification study received the needs statements in a typical rating scale format--identical to the FY 81 and FY 82 procedures. Again, the participants in FY 83 were required to validate only need statements generated at the conference in the state where they reside and not those from other states or AEL.

FY 84 CONFIRMATION STUDY

To reaffirm the validity of the needs generated at each of the FY 80 NA conferences, needs sensing (validation-type) studies were conducted in FYs 81-83. The original FY 80 NA project and the FY 81 revalidation study used a cross-section of groups that were concerned with or involved in the educational process. The FY 82 verification study focused on teachers, and the FY 83 reverification study focused on local superintendents. The FY 84 confirmation study focused on two groups: the AEL Board of Directors (representing several concerned groups) and non-public school administrators.

Methodology

AEL's Board of Directors is to be composed of 49 members--seven from each of AEL's seven member states (AL, KY, OH, PA, TN, VA, WV). The seven members in each state represent several constituencies: the state education agency, the state's School Superintendent's Association, the state's Classroom Teacher Association, institutions of higher education (doctoral degree granting and teacher training institutions), and members at large (individuals not from the other categories). Because of vacancies, two states (AL, VA) currently only have six members on the AEL Board. Thus, there are currently only 47 members. In order to increase the sample size in each state, it was decided that for each Board member two additional "job-alike" individuals would be solicited for input. Consequently, each member of AEL's Board was contacted and requested to complete a rating scale; each member was also requested to find two other "job-alike" individuals and secure their participation in the study. (See

Appendix A for a copy of the communication and listing of AEL Board members.)

Although non-public schools had been represented and involved in the original FY 80 NA project, no follow-up activities had been conducted with this group. Consequently, it was determined that non-public school officials would be involved in the FY 84 confirmation study. There were 30-40 non-public schools in each state identified for participation (using the Education Directories produced by each state education agency to determine the potential non-public schools which could be sampled). Thus, the administrator at each school was contacted and requested to complete a rating scale. (See Appendix B for a copy of the communication and a listing of elicited non-public schools.)

While the original groups of FY 80 validators received a packet of need statements to Q-sort into rating piles, the participants in the FYs 81-83 studies received the need statements in a typical rating scale format. The FY 81-83 participants were required to validate only need statements generated at the conference in the state where they resided and not those from other states or AEL.

As input to the FY 80 Steering Committee, 21 summary need statements were prepared by clustering the top quartiles of need statements (i.e., the top quartile of need statements in each of the seven states were identified and then these seven sets were clustered and summary need statements prepared). It was decided that for the FY 84 confirmation study these summary need statements would be used with both target groups in all seven member states. (See Appendix C for a copy of the instrument.)

Statistical Analyses

In the previous studies, descriptive statistical analyses for each set of state data and within-state rank correlation statistics were calculated. Contrasts were made among the original conference ratings, the original validation ratings, the revalidation ratings, the verification ratings, and the reverification ratings for each state. In FY 84 descriptive statistics for each set of state data were calculated. Within-state rank correlation coefficients were also calculated for the two groups that were surveyed in each state. This coefficient provided an index of the way the groups within the states perceived the importance of the need statements. An indication of the regional importance (ranking) of the various needs was determined by calculating an average regional ranking for each need statement.

Spearman's rho (ρ) is a rank correlation, a method of describing how two ordinal variables tend to vary. The limits of rho range from +1.00 to -1.00. If rho is +1.00, this is indicative of a perfect positive relationship--meaning that the highest rank in one variable is associated with the highest rank in the second variable, the next highest rank in the first variable is associated with the next highest rank in the second variable, and so on. If rho is -1.00, this is indicative of a perfect negative relationship--meaning that the highest rank in one variable is associated with the lowest rank in the second variable, the next highest rank in the first variable is associated with the next to the lowest rank in the second variable, and so on.

The formula used for the computation of rho is:

$$\rho = 1 - \frac{6\Sigma D^2}{N(N^2-1)}$$

where D^2 represents the squared differences between the two sets of ranks which are being correlated, and N indicates the number of pairs involved in the computation. The criterion formula (t) used to indicate the significance of the obtained rank correlation is as follows:

$$t = \rho \left[\frac{N-2}{1-\rho^2}\right]^{1/2}$$

The degrees of freedom associated with the above t value are equal to the quantity N-2.

Although Spearman's rho can be used to determine relationships between two sets of ordinal variables (e.g., AEL Board/job-alikes vs. non-public school administrators rankings of need statements within a single state), Kendall's coefficient of concordance (W) is used to study simultaneously the relationship which exists among several sets of ordinal variables. The size of the coefficient of concordance indicates the degree of agreement among the rankings. Perfect agreement is indicated by W = 1.00 and lack of agreement by W = 0.00. The formula used for the computation of W is:

$$W = \frac{12\Sigma D^2}{m^2(N)(N^2-1)}$$

where D^2 represents the squared differences between the summed ranks for an item/event and the overall average rank, m represents the number of sets of rankings, and N represents the number of items/events being ranked.

Because there were 21 need statements which were rated by validators in all of the states, calculation of Kendall's coefficient of concordance was based on these 21 statements.

Results

Table 1 presents data on a state-by-state basis of the number of individuals surveyed in each state as well as the number of individuals rating the need statements.

Table 1

From Table 1, it can be calculated that 70 percent of the AEL Board members returned completed surveys but only 41 percent of the job-alikes returned completed surveys. The return rate ranged from 29 percent to 100 percent for Board members and from 7 percent to 67 percent for job-alikes. Only 27 percent of the non-public school administrators returned completed surveys, with a return rate ranging from 20 percent to 33 percent.

Tables 2 through 8 present the data and descriptive statistics for each of the seven states for the Board members and job-alikes. Table 9 provides ranking information by need statement, and Table 10 provides need statement information by rank.

Similarly, Tables 11 through 17 present the data and descriptive statistics for each of the seven states for the non-public school administrators. Table 18 provides ranking information by need statement, and Table 19 provides need statement information by rank.

Table 1

Sample Sizes

	BOARD MEMBERS		JOB-ALIKES		NON-PUBLICS	
	Solicited	Responded	Solicited	Responded	Solicited	Responded
Alabama	6	3	12	5	37	11
Kentucky	7	5	14	1	36	11
Ohio	7	7	14	6	34	8
Pennsylvania	7	5	14	7	40	8
Tennessee	7	2	14	5	33	11
Virginia	6	6	12	8	30	8
West Virginia	7	5	14	7	33	8
Total	47	33	94	39	243	65

Tables 2-19

It is interesting to note from Tables 9-10 and 18-19 that Need Statements 3 and 5 received an average ranking of 1 and 2, respectively, from each of the two categories of individuals surveyed. A Spearman rank-order correlation coefficient was calculated between the two sets of averaged regional ranks; a significant ($p < .001$) coefficient of .78 was obtained.

Table 20 presents the correlation information and data on the statistical tests.

Table 20

From Table 20 it can be seen that the correlations between the two groups ranged from .38 to .71. Six of the seven correlations were statistically significant at the .05 level or beyond; the correlation in Kentucky was only significant at the .10 level.

In terms of Kendall's coefficient of concordance, the data analysis indicated that there was a very high degree of agreement among the AEL Board and job-alikes, among the non-public school administrators, and among both groups combined. For the 21 items the following coefficients of concordance (W) were evidenced:

AEL Board/Job-Alikes	.62
Non-Public School Administrators	.75
Combined Groups	.62

Table 2

ALABAMA

AEL Directors/Job-Alikes

N = 8

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2
2	8	4	3	1	0	0	0	0	50	37	12	0	0	3.38	.74	8.5
3	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	4.5
4	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	4.5
5	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2
6	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5
7	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	15.5
8	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	15.5
9	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	7
10	8	4	3	0	0	1	0	0	50	37	0	0	12	3.13	1.36	15.5
11	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	6
12	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	20.5
13	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	2
14	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5
15	7	3	2	2	0	0	1	0	42	29	29	0	0	3.14	.90	12
16	8	4	2	2	0	0	0	0	50	25	25	0	0	3.25	.89	10.5
17	8	4	3	1	0	0	0	0	50	37	12	0	0	3.38	.74	8.5
18	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	15.5
19	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	10.5
20	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	20.5
21	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	19

*Missing responses

Table 3

KENTUCKY

AEL Directors/Job-Alikes

N = 6

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
2	6	4	2	0	0	0	0	0	67	33	0	0	0	3.67	.52	3.5
3	6	5	1	0	0	0	0	0	84	16	0	0	0	3.83	.41	2
4	6	1	3	2	0	0	0	0	16	50	34	0	0	2.83	.75	15.5
5	6	4	2	0	0	0	0	0	67	33	0	0	0	3.67	.52	3.5
6	6	0	3	2	1	0	0	0	0	50	34	16	0	2.33	.82	19
7	6	0	3	3	0	0	0	0	0	50	50	0	0	2.50	.55	18
8	6	0	1	4	1	0	0	0	0	17	66	17	0	2.00	.63	21
9	6	0	5	1	0	0	0	0	0	84	16	0	0	2.83	.41	15.5
10	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
11	6	4	1	1	0	0	0	0	66	17	17	0	0	3.50	.84	8
12	6	2	4	0	0	0	0	0	34	66	0	0	0	3.33	.52	12
13	6	6	0	0	0	0	0	0	100	0	0	0	0	4.00	.00	1
14	6	2	4	0	0	0	0	0	34	66	0	0	0	3.33	.52	12
15	5	0	1	4	0	0	1	0	0	20	80	0	0	2.20	.45	20
16	6	2	3	1	0	0	0	0	34	50	16	0	0	3.17	.75	14
17	6	3	2	1	0	0	0	0	50	34	16	0	0	3.33	.82	12
18	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
19	6	3	3	0	0	0	0	0	50	50	0	0	0	3.50	.55	8
20	6	2	1	2	1	0	0	0	34	16	34	16	0	2.66	1.21	17
21	5	3	2	0	0	0	0	1	60	40	0	0	0	3.60	.55	5

*Missing responses

Table 4

OHIO

AEL Directors/Job-Alikes

N = 13

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	13	4	8	1	0	0	0	0	31	62	7	0	0	3.23	.60	5
2	13	8	5	0	0	0	0	0	62	38	0	0	0	3.62	.51	1
3	13	8	4	1	0	0	0	0	62	31	7	0	0	3.54	.66	2
4	13	6	5	2	0	0	0	0	46	38	15	0	0	3.31	.75	4
5	13	7	5	1	0	0	0	0	55	38	7	0	0	3.46	.66	3
6	13	4	4	4	1	0	0	0	31	31	31	7	0	2.85	.99	14
7	13	3	5	4	1	0	0	0	22	39	31	7	0	2.77	.93	16.5
8	13	4	5	4	0	0	0	0	31	38	31	0	0	3.00	.82	11
9	13	4	5	3	1	0	0	0	31	38	23	8	0	2.92	.95	13
10	13	4	6	3	0	0	0	0	31	46	23	0	0	3.08	.76	8
11	13	6	2	5	0	0	0	0	46	15	39	0	0	3.08	.95	8
12	13	1	6	5	1	0	0	0	7	46	39	7	0	2.54	.78	21
13	12	5	2	3	2	0	1	0	42	17	24	17	0	2.83	1.19	15
14	13	5	3	5	0	0	0	0	39	22	39	0	0	3.00	.91	11
15	13	2	4	7	0	0	0	0	15	31	54	0	0	2.62	.77	20
16	12	4	6	2	0	0	1	0	33	50	17	0	0	3.17	.72	6
17	13	4	4	3	1	1	0	0	32	32	22	7	7	2.69	1.25	18
18	13	4	4	3	2	0	0	0	32	32	22	14	0	2.77	1.09	16.5
19	13	4	6	3	0	0	0	0	31	46	23	0	0	3.08	.76	8
20	13	4	7	0	1	1	0	0	31	55	0	7	7	3.00	.96	11
21	12	3	6	0	2	1	1	0	24	50	0	17	9	2.67	1.30	19

*Missing responses

Table 5

PENNSYLVANIA

AEL Directors/Job-Alikes

N = 12

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	11	4	5	2	0	0	1	0	36	45	18	0	0	3.18	.75	8
2	12	6	3	2	0	1	0	0	50	24	17	0	8	3.08	1.24	11.5
3	12	9	3	0	0	0	0	0	76	24	0	0	0	3.75	.92	1
4	11	7	3	1	0	0	0	1	64	27	9	0	0	3.55	.69	2
5	12	7	1	4	0	0	0	0	58	8	33	0	0	3.25	.97	6
6	12	4	5	3	0	0	0	0	33	42	25	0	0	3.08	.79	11.5
7	12	4	5	3	0	0	0	0	33	42	25	0	0	3.08	.79	11.5
8	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	6
9	12	2	5	4	1	0	0	0	17	42	33	0	0	2.67	.89	19
10	12	4	5	3	0	0	0	0	33	42	25	0	0	3.08	.79	11.5
11	12	5	4	3	0	0	0	0	42	33	25	0	0	3.17	.83	9
12	11	3	5	1	2	0	1	0	27	45	9	18	0	2.82	1.08	18
13	11	6	2	3	0	0	1	0	55	18	27	0	0	3.27	.90	4
14	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	6
15	11	1	3	5	2	0	1	0	9	27	45	18	0	2.27	.90	21
16	12	8	2	2	0	0	0	0	66	17	17	0	0	3.50	.80	3
17	12	5	3	2	2	0	0	0	42	24	17	17	0	2.92	1.16	16
18	12	4	5	2	1	0	0	0	33	42	17	8	0	3.00	.95	14.5
19	12	4	5	2	1	0	0	0	33	42	17	8	0	3.00	.95	14.5
20	12	2	7	2	1	0	0	0	17	58	17	8	0	2.83	.83	17
21	11	3	1	7	0	0	1	0	27	9	64	0	0	2.64	.92	20

*Missing responses

Table 6

TENNESSEE

AEL Directors/Job-Alikes

N = 7

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	6	5	1	0	0	0	1	0	84	16	0	0	0	3.83	.41	1
2	7	5	2	0	0	0	0	0	71	29	0	0	0	3.71	.49	2.5
3	7	4	3	0	0	0	0	0	57	43	0	0	0	3.57	.53	4.5
4	7	4	0	3	0	0	0	0	57	0	43	0	0	3.14	1.07	15
5	7	3	4	0	0	0	0	0	43	57	0	0	0	3.43	.53	9
6	7	4	1	2	0	0	0	0	57	14	29	0	0	3.29	.95	12.5
7	7	3	2	1	0	1	0	0	43	29	14	0	14	2.86	1.46	17
8	7	2	3	2	0	0	0	0	29	42	29	0	0	2.86	1.28	17
9	7	4	3	0	0	0	0	0	57	43	0	0	0	3.57	.53	4.5
10	7	5	0	2	0	0	0	0	71	0	29	0	0	3.43	.98	9
11	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
12	7	3	2	0	1	1	0	0	43	29	0	14	14	2.71	1.60	20.5
13	7	3	2	1	0	1	0	0	43	29	14	0	14	2.86	1.46	17
14	6	3	3	0	0	0	1	0	50	50	0	0	0	3.50	.55	6
15	6	1	3	2	0	0	1	0	17	50	33	0	0	2.83	.75	19
16	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
17	7	5	2	0	0	0	0	0	71	29	0	0	0	3.71	.49	2.5
18	6	2	3	1	0	0	1	0	33	50	17	0	0	3.17	.75	14
19	7	4	2	1	0	0	0	0	57	29	14	0	0	3.43	.79	9
20	7	4	1	2	0	0	0	0	57	14	29	0	0	3.29	.95	12.5
21	7	2	3	1	0	1	0	0	29	43	14	0	14	2.71	1.38	20.5

*Missing responses

Table 7

VIRGINIA

AEL Directors/Job-Alikes

N = 14

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	14	7	5	2	0	0	0	0	49	36	15	0	0	3.36	.74	7
2	14	6	8	0	0	0	0	0	43	57	0	0	0	3.43	.51	5
3	13	11	1	1	0	0	1	0	86	7	7	0	0	3.88	.60	1
4	13	7	4	2	0	0	0	1	55	31	14	0	0	3.39	.77	6
5	13	7	6	0	0	0	0	1	55	45	0	0	0	3.54	.52	2
6	14	4	5	5	0	0	0	0	30	35	35	0	0	2.93	.83	13.5
7	14	2	4	8	0	0	0	0	15	30	55	0	0	2.57	.76	18
8	14	4	5	5	0	0	0	0	30	35	35	0	0	2.93	.83	13.5
9	14	4	8	1	1	0	0	0	30	56	7	7	0	3.07	.83	10.5
10	14	6	5	3	0	0	0	0	42	35	13	0	0	3.21	.80	9
11	14	4	8	1	0	1	0	0	29	57	7	0	7	3.00	1.04	12
12	14	1	6	5	1	1	0	0	7	43	36	7	7	2.36	1.01	20
13	14	10	1	3	0	0	0	0	71	7	22	0	0	3.50	.89	3.5
14	13	5	6	2	0	0	1	0	39	46	15	0	0	3.23	.73	8
15	14	3	4	5	0	2	0	0	21	29	36	0	14	2.43	1.28	19
16	14	9	3	2	0	0	0	0	64	22	14	0	0	3.50	.81	3.5
17	13	3	7	2	0	1	1	0	22	56	15	0	7	2.85	1.07	16.5
18	14	2	8	4	0	0	0	0	14	56	30	0	0	2.86	.66	15
19	14	5	5	4	0	0	0	0	35	35	30	0	0	3.07	.83	10.5
20	14	1	5	6	1	1	0	0	7	36	43	7	7	2.29	.99	21
21	13	3	5	5	0	0	1	0	22	39	39	0	0	2.85	.80	16.5

*Missing responses

Table 8

WEST VIRGINIA

AEL Directors/Job-Alikes

N = 12

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	12	3	6	3	0	0	0	0	25	50	25	0	0	3.00	.74	9
2	12	7	5	0	0	0	0	0	58	42	0	0	0	3.58	.52	3
3	12	8	4	0	0	0	0	0	67	33	0	0	0	3.67	.49	1
4	12	7	3	2	0	0	0	0	58	24	18	0	0	3.42	.85	5.5
5	12	8	3	1	0	0	0	0	67	25	8	0	0	3.58	.67	3
6	12	1	6	4	1	0	0	0	8	50	34	8	0	2.58	.79	18
7	12	2	6	2	2	0	0	0	17	49	17	17	0	2.67	.94	15
8	12	0	6	5	1	0	0	0	0	50	42	8	0	2.42	.67	20
9	12	2	5	4	1	0	0	0	17	42	33	8	0	2.67	.89	15
10	12	4	4	3	1	0	0	0	33	33	25	8	0	2.92	1.00	10.5
11	12	7	5	0	0	0	0	0	58	42	0	0	0	3.58	.52	3
12	12	0	5	6	1	0	0	0	0	42	50	8	0	2.33	.65	21
13	12	6	5	1	0	0	0	0	50	42	8	0	0	3.42	.67	5.5
14	12	2	7	1	1	1	0	0	17	59	8	8	8	2.67	1.15	15
15	10	0	6	3	1	0	2	0	0	60	30	10	0	2.50	.71	19
16	11	5	4	2	0	0	0	1	45	36	19	0	0	3.27	.79	7
17	12	5	5	2	0	0	0	0	42	42	16	0	0	3.25	.75	8
18	12	3	5	4	0	0	0	0	24	42	34	0	0	2.92	.79	10.5
19	12	1	6	5	0	0	0	0	8	50	42	0	0	2.67	.65	15
20	12	1	6	5	0	0	0	0	8	50	42	0	0	2.67	.65	15
21	12	2	6	4	0	0	0	0	17	50	33	0	0	2.83	.72	12

*Missing responses

Table 9

AEL Directors/Job-Alikes Rankings

--BY NEED STATEMENT--

Need Statement Number	AL	KY	OH	PA	TN	VA	WV	Region Rank
1	2	8	5	8	1	7	9	4
2	8.5	3.5	1	11.5	2.5	5	3	3
3	4.5	2	2	1	4.5	1	1	1
4	4.5	15.5	4	2	15	6	5.5	6
5	2	3.5	3	6	9	2	3	2
6	15.5	19	14	11.5	12.5	13.5	18	15.5
7	15.5	18	16.5	11.5	17	18	15	17
8	15.5	21	11	6	17	13.5	20	15.5
9	7	15.5	13	19	4.5	10.5	15	13
10	15.5	8	8	11.5	9	9	10.5	9
11	6	8	8	9	9	12	3	8
12	20.5	12	21	18	20.5	20	21	21
13	2	1	15	4	17	3.5	5.5	5
14	15.5	12	11	6	6	8	15	10
15	12	20	20	21	19	19	19	20
16	10.5	14	6	3	9	3.5	7	7
17	8.5	12	18	16	2.5	16.5	8	12
18	15.5	8	16.5	14.5	14	15	10.5	14
19	10.5	8	8	14.5	9	10.5	15	11
20	20.5	17	11	17	12.5	21	15	19
21	19	5	19	20	20.5	16.5	12	18

Table 10

AEL Directors/Job-Alikes Need Statements

--BY RANKING--

Rank	AL	KY	OH	PA	TN	VA	WV
1	1,5,13	13	2	3	1	3	3
2	--	3	3	4	2,17	5	2,5,11
3	--	2,5	5	16	--	13,16	--
4	3,4	--	4	13	3,9	--	--
5	--	21	1	5,8,14	--	2	4,13
6	11	1,10,11,18,19	16	--	14	4	--
7	9	--	10,11,19	--	5,10,11,16,19	1	16
8	2,17	--	--	1	--	14	17
9	--	--	--	11	--	10	1
10	16,19	--	8,14,20	1,6,7,10	--	9,19	10,18
11	--	12,14,17	--	--	--	--	--
12	15	--	--	--	6,20	11	21
13	6,7,8,10,14,18	--	9	--	--	6,8	7,9,14,19,20
14	--	16	6	18,19	18	--	--
15	--	4,9	13	--	4	18	--
16	--	--	7,18	17	7,8,13	17,21	--
17	--	20	--	20	--	--	--
18	--	7	17	12	--	7	6
19	21	6	21	9	15	15	15
20	12,20	15	15	21	12,21	12	8
21	--	8	12	15	--	20	12

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Table 11

ALABAMA

Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	11	3	7	1	0	0	0	0	27	64	9	0	0	3.18	.60	11.5
2	11	7	2	2	0	0	0	0	64	18	18	0	0	3.45	.82	5.5
3	11	9	2	0	0	0	0	0	82	18	0	0	0	3.82	.40	1
4	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	8
5	11	7	4	0	0	0	0	0	64	36	0	0	0	3.64	.50	3
6	11	3	4	3	0	1	0	0	27	36	27	0	9	2.73	1.20	17
7	11	3	4	4	0	0	0	0	27	36	36	0	0	2.91	.83	15
8	11	8	3	0	0	0	0	0	73	27	0	0	0	3.73	.47	2
9	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	8
10	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	13.5
11	11	3	7	1	0	0	0	0	27	64	9	0	0	3.18	.60	11.5
12	10	1	3	6	0	0	1	0	10	30	60	0	0	2.50	.71	19
13	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	13.5
14	10	2	5	2	1	0	1	0	20	50	20	10	0	2.80	.92	16
15	11	1	5	4	0	1	0	0	9	45	36	9	0	2.45	1.04	20.5
16	11	6	5	0	0	0	0	0	55	45	0	0	0	3.55	.52	4
17	11	5	6	0	0	0	0	0	45	55	0	0	0	3.45	.52	5.5
18	9	3	5	1	0	0	2	0	33	56	11	0	0	3.22	.67	10
19	11	6	3	2	0	0	0	0	55	27	18	0	0	3.36	.81	8
20	11	2	4	4	1	0	0	0	18	36	36	9	0	2.64	.92	18
21	11	2	2	6	1	0	0	0	18	18	55	9	0	2.45	.93	20.5

*Missing responses

Table 12

KENTUCKY

Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	5
2	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	8.5
3	11	10	1	0	0	0	0	0	91	9	0	0	0	3.91	.30	1
4	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	5
5	11	6	4	1	0	0	0	0	55	36	9	0	0	3.45	.69	3
6	11	2	2	7	0	0	0	0	18	18	64	0	0	2.55	.82	16.5
7	11	2	1	8	0	0	0	0	18	9	73	0	0	2.45	.82	18
8	11	3	6	1	1	0	0	0	27	55	9	9	0	3.00	.89	10.5
9	11	6	5	0	0	0	0	0	55	45	0	0	0	3.55	.52	2
10	11	1	5	5	0	0	0	0	9	45	45	0	0	2.64	.67	14.5
11	11	2	5	4	0	0	0	0	18	45	36	0	0	2.82	.75	12
12	11	0	3	8	0	0	0	0	0	27	73	0	0	2.27	.47	20.5
13	11	5	2	4	0	0	0	0	45	18	36	0	0	3.09	.94	8.5
14	11	4	5	0	2	0	0	0	36	45	0	18	0	3.00	1.10	10.5
15	10	1	3	4	2	0	1	0	10	30	40	20	0	2.30	.95	19
16	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	5
17	11	5	4	2	0	0	0	0	45	36	18	0	0	3.27	.79	7
18	11	1	6	3	1	0	0	0	9	55	27	9	0	2.64	.81	14.5
19	11	0	8	3	0	0	0	0	0	73	27	0	0	2.73	.47	13
20	11	1	2	7	1	0	0	0	9	18	64	9	0	2.27	.79	20.5
21	11	1	4	6	0	0	0	0	9	36	55	0	0	2.55	.69	16.5

*Missing responses

Table 13

OHIO

Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	8	3	5	0	0	0	0	0	37	63	0	0	0	3.38	.52	5
2	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10
3	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	1
4	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10
5	8	7	0	1	0	0	0	0	88	0	12	0	0	3.75	.71	2
6	8	1	4	2	1	0	0	0	12	50	25	12	0	2.63	.92	15.5
7	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	14
8	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	6.5
9	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	10
10	8	2	6	0	0	0	0	0	25	75	0	0	0	3.25	.46	6.5
11	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4
12	8	0	4	2	2	0	0	0	0	50	25	25	0	2.25	.89	19.5
13	8	3	2	3	0	0	0	0	37	25	37	0	0	3.00	.93	13
14	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	10
15	8	0	3	2	2	1	0	0	0	37	25	25	12	1.88	1.13	21
16	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3
17	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	10
18	6	0	3	3	0	0	2	0	0	50	50	0	0	2.50	.55	17.5
19	8	0	2	6	0	0	0	0	0	25	75	0	0	2.25	.46	19.5
20	8	0	4	4	0	0	0	0	0	50	50	0	0	2.50	.53	17.5
21	8	1	3	4	0	0	0	0	12	37	50	0	0	2.63	.74	15.5

*Missing responses

Table 14

PENNSYLVANIA

Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	17
2	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
3	8	7	1	0	0	0	0	0	88	12	0	0	0	3.88	.35	1
4	8	4	2	1	1	0	0	0	50	25	12	12	0	3.13	1.13	9.5
5	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	2
6	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	17
7	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
8	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4
9	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
10	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
11	8	4	4	0	0	0	0	0	50	50	0	0	0	3.50	.53	4
12	8	1	3	2	2	0	0	0	12	37	25	25	0	2.38	1.06	21
13	8	2	4	1	1	0	0	0	25	50	12	12	0	2.88	.99	13.5
14	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	9.5
15	8	2	4	2	0	0	0	0	25	50	25	0	0	3.00	.76	11
16	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	7
17	8	1	3	4	0	0	0	0	12	37	50	0	0	2.63	.74	19.5
18	6	3	3	0	0	0	2	0	50	50	0	0	0	3.50	.55	4
19	8	2	2	4	0	0	0	0	25	25	50	0	0	2.75	.89	17
20	8	2	3	3	0	0	0	0	25	37	37	0	0	2.88	.83	13.5
21	8	0	5	3	0	0	0	0	0	63	37	0	0	2.63	.52	19.5

*Missing responses

Table 15

TENNESSEE

Non-Public School Administrators

N = 11

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	11	4	7	0	0	0	0	0	36	64	0	0	0	3.36	.50	6
2	11	5	5	1	0	0	0	0	45	45	9	0	0	3.36	.67	6
3	11	10	1	0	0	0	0	0	91	9	0	0	0	3.91	.30	1
4	11	6	3	2	0	0	0	0	55	27	18	0	0	3.36	.81	6
5	11	9	2	0	0	0	0	0	82	18	0	0	0	3.82	.40	2
6	11	4	5	2	0	0	0	0	36	45	18	0	0	3.18	.75	9.5
7	11	4	4	3	0	0	0	0	36	36	27	0	0	3.09	.83	12.5
8	11	7	3	1	0	0	0	0	64	27	9	0	0	3.55	.69	3.5
9	11	7	3	1	0	0	0	0	64	27	9	0	0	3.55	.69	3.5
10	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	12.5
11	11	3	6	2	0	0	0	0	27	55	18	0	0	3.09	.70	12.5
12	11	2	5	4	0	0	0	0	18	45	36	0	0	2.82	.56	19
13	9	4	2	2	1	0	1	1	44	22	22	12	0	3.00	1.12	16
14	11	3	6	1	1	0	0	0	27	55	9	9	0	3.00	.89	16
15	10	1	2	6	1	0	1	0	10	20	60	10	0	2.30	.82	21
16	11	4	5	2	0	0	0	0	36	45	18	0	0	3.18	.75	9.5
17	11	5	2	4	0	0	0	0	45	18	36	0	0	3.09	.94	12.5
18	11	5	1	4	1	0	0	0	45	9	36	9	0	2.91	1.13	18
19	11	4	4	2	1	0	0	0	36	36	18	9	0	3.00	1.00	16
20	11	4	6	1	0	0	0	0	36	55	9	0	0	3.27	.65	8
21	11	3	3	4	1	0	0	0	27	27	36	9	0	2.73	1.01	20

*Missing responses

Table 16

VIRGINIA

Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	4.5
2	7	2	4	1	0	0	1	0	29	57	14	0	0	3.14	.69	6
3	8	6	2	0	0	0	0	0	75	25	0	0	0	3.75	.46	1
4	8	6	0	2	0	0	0	0	75	0	25	0	0	3.50	.93	2
5	8	4	0	3	1	0	0	0	50	0	37	12	0	2.88	1.25	13.5
6	8	1	5	2	0	0	0	0	12	63	25	0	0	2.88	.64	13.5
7	8	2	3	3	0	0	0	0	25	37	37	0	0	2.88	.83	13.5
8	8	3	4	1	0	0	0	0	37	50	12	0	0	3.25	.71	4.5
9	8	2	5	1	0	0	0	0	25	63	12	0	0	3.13	.64	7.5
10	8	2	4	2	0	0	0	0	25	50	25	0	0	3.00	.76	10
11	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	7.5
12	8	1	4	3	0	0	0	0	12	50	37	0	0	2.75	.71	16.5
13	8	3	2	3	0	0	0	0	37	25	37	0	0	3.00	.93	10
14	8	2	4	1	1	0	0	0	25	50	12	12	0	2.88	.99	13.5
15	7	2	2	2	0	1	1	0	29	29	29	0	13	2.57	1.40	20
16	8	5	1	2	0	0	0	0	63	12	25	0	0	3.38	.92	3
17	8	3	3	1	1	0	0	0	37	37	12	12	0	3.00	1.07	10
18	8	2	3	2	1	0	0	0	25	37	25	12	0	2.75	1.04	16.5
19	8	2	2	3	1	0	0	0	25	25	37	12	0	2.63	1.06	18.5
20	8	2	3	2	0	1	0	0	25	37	25	0	12	2.63	1.30	18.5
21	8	1	2	3	2	0	0	0	12	25	37	25	0	2.25	1.04	21

*Missing responses

Table 17

WEST VIRGINIA

Non-Public School Administrators

N = 8

Need Statement Number	n	Frequency 4	3	2	1	0	?	*	Percent 4	3	2	1	0	Mean	Standard Deviation	Rank
1	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3.5
2	8	5	1	2	0	0	0	0	63	12	25	0	0	3.38	.92	8
3	8	5	3	0	0	0	0	0	63	37	0	0	0	3.63	.52	3.5
4	8	6	1	1	0	0	0	0	75	12	12	0	0	3.63	.74	3.5
5	8	6	1	1	0	0	0	0	75	12	12	0	0	3.63	.74	3.5
6	8	4	3	0	1	0	0	0	50	37	0	12	0	3.25	1.04	9.5
7	8	2	3	2	1	0	0	0	25	37	25	12	0	2.75	1.04	15
8	8	3	3	2	0	0	0	0	37	37	25	0	0	3.13	.83	11.5
9	8	5	2	1	0	0	0	0	63	25	12	0	0	3.50	.76	6.5
10	8	4	2	1	1	0	0	0	50	25	12	12	0	3.13	1.13	11.5
11	8	5	2	1	0	0	0	0	63	25	12	0	0	3.50	.76	6.5
12	8	1	2	3	2	0	0	0	12	25	37	25	0	2.25	1.04	18.5
13	8	4	3	0	1	0	0	0	50	37	0	12	0	3.25	1.04	9.5
14	8	1	3	3	1	0	0	0	12	37	37	12	0	2.50	.93	16
15	8	2	2	2	0	2	0	0	25	25	25	0	25	2.25	1.58	18.5
16	8	7	0	1	0	0	0	0	88	0	12	0	0	3.75	.71	1
17	8	4	1	2	1	0	0	0	50	12	25	12	0	3.00	1.20	13
18	7	1	2	2	1	1	0	1	14	29	29	14	14	2.14	1.35	20
19	8	3	3	2	1	0	0	0	37	25	25	12	0	2.88	1.13	14
20	8	2	2	2	1	1	0	0	25	25	25	12	12	2.38	1.41	17
21	8	1	2	2	1	2	0	0	12	25	25	12	25	1.88	1.46	21

*Missing responses

Table 18

Non-Public School Administrators Rankings

--BY NEED STATEMENT--

Need Statement Number	AL	KY	OH	PA	TN	VA	WV	Region Rank
1	11.5	5	5	17	6	4.5	3.5	7
2	5.5	8.5	10	13.5	6	6	8	8
3	1	1	1	1	1	1	3.5	1
4	8	5	10	9.5	6	2	3.5	5
5	3	3	2	2	2	13.5	3.5	2
6	17	16.5	15.5	17	9.5	13.5	9.5	14
7	15	18	14	13.5	12.5	13.5	15	16
8	2	10.5	6.5	4	3.5	4.5	11.5	4
9	8	2	10	7	3.5	7.5	6.5	6
10	13.5	14.5	6.5	7	12.5	10	11.5	10
11	11.5	12	4	4	12.5	7.5	6.5	9
12	19	20.5	19.5	21	19	16.5	18.5	20.5
13	13.5	8.5	13	13.5	16	10	9.5	12
14	16	10.5	10	9.5	16	13.5	16	13
15	20.5	19	21	11	21	20	18.5	19
16	4	5	3	7	9.5	3	1	3
17	5.5	7	10	19.5	12.5	10	13	11
18	10	14.5	17.5	4	18	16.5	20	15
19	8	13	19.5	17	16	18.5	14	17
20	18	20.5	17.5	13.5	8	18.5	17	18
21	20.5	16.5	15.5	19.5	20	21	21	20.5

Table 19

Non-Public School Administrators Need Statements

--BY RANKING--

Rank	AL	KY	OH	PA	TN	VA	WV
1	3	3	3	3	3	3	16
2	8	9	5	5	5	4	1,3,4,5
3	5	5	16	8,11,18	8,9	16	--
4	16	1,4,16	11	--	--	1,8	--
5	2,17	--	1	--	1,2,4	--	--
6	--	--	8,10	9,10,16	--	2	9,11
7	4,9,19	17	--	--	--	9,11	--
8	--	2,13	2,4,9,14,17	--	20	--	2
9	--	--	--	4,14	6,16	10,13,17	6,13
10	18	8,14	--	--	--	--	--
11	1,11	--	--	15	7,10,11,17	--	8,10
12	--	11	--	2,7,13,20	--	5,6,7,14	--
13	10,13	19	13	--	--	--	17
14	--	10,18	7	--	--	--	19
15	7	--	6,21	--	13,14,19	--	7
16	14	6,21	--	1,6,19	--	12,18	14
17	6	--	18,20	--	--	--	20
18	20	7	--	--	18	19,20	12,15
19	12	15	12,19	17,21	12	--	--
20	15,21	12,20	--	--	21	15	18
21	--	--	15	12	15	21	21

Table 20

Correlation Data

AEL Directors/Job-Alikes Vs.
Non-Public School Administrators

	ρ	t_{obs}	t^{*}_{crit}	p
AL	.58	3.10	2.86	.01
KY	.38	1.80	1.73	.10
OH	.71	4.42	3.89	.001
PA	.51	2.59	2.09	.05
TN	.54	2.79	2.09	.05
VA	.67	3.94	3.89	.001
WV	.64	3.62	3.18	.005

*df = 19

Summary

As a mechanism for providing a continual update on the status of educational needs of AEL's seven member-state Region, a needs-sensing confirmation study was conducted. The AEL Board of Directors, individuals serving in similar positions as the Board members, and a sample of non-public school administrators were surveyed. Although the previous AEL studies (1980-83) dealing with educational needs utilized the need statements generated by statewide conference participants in 1980, the 1984 confirmation study used summary-type statements.

The results in the 1980-83 studies indicated that the importance of the educational needs had apparently not shifted extremely over the time period. That is, what was judged to be important in 1980, 1981, and 1982 was still important in 1983. Consequently, no major shifts in AEL R & D services to the region and no major shifts in long-term programmatic R & D should have occurred as a function of the results of these studies. Because minor changes within each state did occur, AEL staff who were directly responsible for providing services to the states considered the changes and developed work plans and strategies accordingly.

Although summary need statements were used in 1984, the results of the 1984 survey were strikingly familiar to the previous studies. Mastering basic skills and developing the knowledge, skills, and attitudes to be effective life-long learners were very important in the previous studies and in this study--in each state and across the Region. The two groups that were surveyed were in high agreement concerning the importance of the need statements.

APPENDICES

APPENDIX A:

AEL Board Members:
Communication and Listing

MEMORANDUM

April 18, 1984

TO: AEL Board Members

FROM: Joe E. Shively JES
Director of Needs Assessment

SUBJECT: 1984 Needs Sensing Survey

As a member of the AEL Board of Directors, you will probably recall that in 1980 we conducted a comprehensive Needs Assessment Project in our seven member states. We used the resulting need statements to determine AEL's long-term programmatic R & D agenda, as well as to provide guidance in establishing individual state R & D activities. In 1984 we are conducting a survey of all Board members in each AEL member state for revalidation purposes. Results from this needs sensing study can be used to sharpen the focus of the R & D activities at AEL and in each state.

Not only would we like for you to complete a rating of the statements, but also we would like to ask for your assistance in identifying two individuals who perform in Board of Director roles similar to your own and who would be willing to participate in the revalidation process. For example, if you represent the Classroom Teachers Association in your state, identify two additional teachers to complete the survey form. If you represent the Member at Large category, select two individuals who do not represent the other specific categories already represented on the Board.

Enclosed are all the materials you will need to successfully accomplish your validation/rating task:

- AEL to Assess Educational R & D Needs. This brochure provides an overall summary of the original 1980 Needs Assessment Project. Note the special and significant contribution of the original validators to the project. Similarly, your participation and contributions are also significant.

- Instructions. These instructions will provide you with the direction/guidance required to complete your task.

- Need Statements Instrument. The need statements are to be assigned priority ratings according to the enclosed instructions. These statements came from the 1980 Needs Assessment Project.

- Self-addressed Return Envelope (stamped). This envelope is to be used for mailing the completed Need Statements Instrument to AEL.

Also enclosed are two additional packets (including a copy of this memo) for you to give to your "job-alike" colleagues for their use in rating the statements.

The number that you see written on the last page of the instrument and the number in front of each need statement are for data control or analysis purposes. Furthermore, the number in front of each need statement has nothing to do with the importance of the need statement--your task is to give us such input. I will be responsible for data analysis of the need statement ratings. Your responses will be carefully coded (using the numbering system) so that confidentiality will be preserved. Only my data coder and I will see your individual ratings and only summaries of the data will be distributed.

I would like to thank you for your cooperation in this important activity. If you have any questions, please feel free to call me toll free at 1-800-624-9120.

Now read the first enclosure for your own information. Then, after following the instructions printed on the instruction sheet, please return the rated Need Statements Instrument no later than seven (7) days after you receive it.

JES:sjk
JRS

Enclosures

cc: Terry L. Eidell

AEL to Assess Educational R & D Needs

The Appalachia Educational Laboratory (AEL) is conducting a major assessment of educational needs in its seven member states. The study will produce well-documented statements of research and development needs specific to each state, as well as the agenda for AEL's R & D work. These results will be useful to both AEL and the individual states for establishing research and development priorities in education. Primary support for the study is being provided by the National Institute of Education (NIE).

Needs assessments are not new to the Laboratory. AEL is a non-profit corporation created and controlled by educators of its member states. Its function is to provide the states, separately and collectively, a specialized research and development approach for meeting the verified educational needs of the Region. However, the 1980 assessment differs from previous AEL needs studies. In the current project, AEL staff will work with states to translate identified *educational needs* into statements about *R & D needs* that states can use, independent from AEL, as a basis for decisions about educational R & D planning.

MAJOR EVENTS:

Several major events will occur between February and September 1980. Conferences will be convened in each of the seven member states. Through a structured process, participants will develop a list of state *educational needs*. These lists, combined with educational needs identified by AEL staff members in the course of their work, will be submitted to a larger sample of each state's population for validation. The lists of validated *educational needs* will be translated into *R & D needs* through interactions by Laboratory staff with the Chief State School Officer, department of education personnel, and AEL Board members in the individual states. The R & D needs statements may then be used by states (1) to select short-term R & D service projects to be conducted with AEL, and (2) to identify potential R & D projects that can be conducted using other means of support.

Needs information produced by member states also will guide AEL's long-term R & D planning. A committee of AEL Board members and an NIE representative will be charged with recommending to the Laboratory's Executive Board alternate long-term, programmatic R & D agendas. Major information sources to be used by the committee in its decision-making are a multi-state/regional needs matrix, developed from the seven lists of state-specific educational needs; each state's R & D needs statements; and a set of specially prepared scholarly papers.

The AEL Executive Board will receive the committee's report and select one long-term, programmatic R & D agenda that will guide AEL's work during the next decade. The long-term agenda will include work recommended for support under AEL's institutional agreement with NIE, as well as work recommended for support by other funding sources.

SPECIAL FEATURES: The 1980 needs assessment contains several special features:

- **Equitable representation in selection of conference participants.** Since initial identification of each state's educational needs will occur at the individual conferences, an equitable balance of participants will be selected to represent a broad array of agencies and organizations.
- **Validation of needs by a larger sample of state's residents.** A larger sample of people representing the same groups attending the conferences will be used to verify identified educational needs.
- **Commissioned papers to give in-depth perspectives.** Educational scholars will be commissioned to prepare papers that will refine and expand information about the Region's most prevalent needs.

ANTICIPATED RESULTS: The results of the needs assessment have high potential for positive impact on education in the Region. Information resulting from the study will be useful to the member states as well as to the Laboratory for making decisions about educational R & D priorities.

Three particular results may have immediate impact:

- the listings of each state's most critical R & D needs,
- the identification of state department/AEL R & D service projects, and
- the determination of AEL's long-term, programmatic R & D agenda.

FUTURE PLANS: Since educational needs, and therefore R & D needs, are dynamic, AEL will implement a major needs assessment every three years. Through systematic repetition, the Laboratory can adjust its response to regional needs, both in terms of short-term R & D services and long-term, programmatic R & D work. In addition, AEL can assist member states in appropriately redirecting their R & D focus as some needs are met and new needs emerge.

MORE INFORMATION: A flowchart outlining the progression of the needs assessment and a document describing the design of the project are available from the Laboratory. To obtain these or other information about AEL's 1980 needs assessment, call or write:

Terry L. Eidell, Director
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, WV 25325
304/344-8371

VALIDATION INSTRUCTIONS

1. Attached is an instrument containing statements of educational need and a scale for rating the importance of each need. The scale uses the following notation:

   4: I believe that this need has extreme importance in our state.

   3: I believe that this need has considerable importance in our state.

   2: I believe that this need has some importance in our state.

   1: I believe that this need has relatively little importance in our state.

   0: I really don't think that this is a need in our state.

   ?: I don't understand this need statement well enough to be able to rate its importance.

2. Please read the first need statement. Think about the personal priority you place on that need and the potential impact on the state if that need can be met. Then, with these things in mind, rate the importance of the need statement by circling the appropriate numeral on the scale. (Circle only one numeral for each need statement).

3. Repeat this procedure for each of the other need statements: read it carefully, think about the two considerations, and then rate its importance accordingly.

4. When you've completed the rating procedures, slip the completed instrument into the envelope and return to AEL (the envelope is already addressed and stamped).

AEL BOARD MEMBERS
Alabama

Mrs. Tyna D. Davis (Member at Large)
100 Fox Hollow Drive
Montgomery, Alabama 36109
205/834-9790 (business)
205/279-6499 (residence)

Mrs. Amanda S. Fowler (Member at Large)
2305 Fairview Road
Gadsden, Alabama 35901
205/834-2504 (business)
205/546-0589 (residence)

Dr. C. C. Baker (CSSO Designee)
Assistant State Superintendent of Education
Department of Education
State Office Building
Montgomery, Alabama 36130
205/261-5290

Dr. Kenneth Wilson, Superintendent (State School Supts. Assoc.)
Marshall County Board of Education
Route 2, Box 403-B, Highway 431 South
Guntersville, Alabama 35976
205/582-3172

Dr. Jack Blackburn, Dean (Doctoral Degree-granting Inst.)
College of Education
Auburn University
Auburn, Alabama 36830
205/826-4446

Mrs. Sarah Swindle (Classroom Teacher--Alabama Education Association)
1811 Paulette Drive
Birmingham, Alabama 35226
205/823-3348

(Vacant) (Collegiate Institution)

AEL BOARD MEMBERS
Kentucky

Mr. Don C. Bale (Member at Large)
1109 Timothy Drive
Frankfort, Kentucky 40601
502/227-7990

Ms. Barbara L. Curry (Member at Large)
3557 Galahad Drive
Lexington, Kentucky 40503
606/253-1653 (business)
606/272-6217 (residence)

Dr. Dan H. Branham (CSSO Designee)
Deputy Superintendent for Programs
Capital Plaza Tower, First Floor
Department of Education
Frankfort, Kentucky 40601
502/564-4770

Dr. Steve W. Towler, Superintendent (State School Supts. Assoc.)
Hardin County Schools
110 South Main Street
Elizabethtown, Kentucky 42701
502/769-6302

Dr. Edgar L. Sagan, Dean (Doctoral Degree-granting Inst.)
College of Education
University of Kentucky
Lexington, Kentucky 40506
606/258-2813

Mr. John W. Frazer, Executive Director (Collegiate Institution)
Council of Kentucky Independent Colleges
and Universities
P. O. Box 668
Danville, Kentucky 40422
606/236-3533

Ms. Joyce Dotson (Classroom Teacher--Kentucky
121 Tanglewood Trail Education Association)
Louisville, Kentucky 40223
502/425-7362

AKL BOARD MEMBERS
Ohio

Ms. Frances C. Washington (Member at Large)
3471-F East Livingston Avenue
Columbus, Ohio 43227
614/445-8151 (office)
614/236-5569 (residence)

Mrs. Yuriko Willcox (Member at Large)
Director of Instruction
Piqua City Schools
316 N. College Avenue
Piqua, Ohio 45356
513/773-4321

Mr. William Phillis (CSSO Designee)
Assistant Superintendent of Public Instruction
Department of Education
Ohio Departments Building
Columbus, Ohio 43215
614/466-3175

Mr. George Hargraves (State School Supts. Assoc.--
410 Nu-Rad Road Buckeye Association of School
Athens, Ohio 45701 Administrators)
614/593-8556

Dr. Allen Myers, Dean (Doctoral Degree-granting Inst.)
College of Education
Ohio University
Athens, Ohio 45701
614/594-5761

Dr. Steve Kokovich, Chairman (Collegiate Institution)
Department of Education
Muskingum College
New Concord, Ohio 43762
614/826-8246

Dr. Nancy Luddeke (Classroom Teacher--Ohio Education
8633 Northport Drive Association)
Cincinnati, Ohio 45230
513/474-1311

AEL BOARD MEMBERS
Pennsylvania

Mr. William H. Askey, Attorney (Member at Large)
35 West Third Street
Williamsport, Pennsylvania 17701
717/323-9881

Dr. Alice E. Carter (Member at Large)
Director of Education
Urban League of Pittsburgh
200 Ross Street
Pittsburgh, Pennsylvania 15219
412/261-1130

Dr. Michael Worman (CSSO Designee)
Executive Deputy Secretary
Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
717/787-9744

Dr. William E. Babcock, Superintendent (State School Supts. Assoc.)
State College Area School District
131 West Nittany Avenue
State College, Pennsylvania 16801
814/231-1016

Dr. Hugh W. Fraser, Executive Director (Doctoral Degree-granting Inst.)
Pennsylvania School Study Council
244 Chambers Building
The Pennsylvania State University
University Park, Pennsylvania 16802
814/865-0321

Dr. Nancy Nelson (Collegiate Institution)
Interim Vice Chancellor for Academic
Policy and Planning
State System of Higher Education
Harristown Building #2, Second Floor
333 Market Street
Harrisburg, Pennsylvania 17126
717/787-1087

Mr. Michael D. Wassell (Classroom Teacher--Pennsylvania
329 North Morris Street State Education Association)
Shippensburg, Pennsylvania 17257
717/532-3316 (home)
717/532-2126, ext. 28 (office)

AEL BOARD MEMBERS
Tennessee

Dr. Carol Hartman
Hearthstone Apartments, HM 18
Morristown, Tennessee 37814
615/586-4423
(Member at Large)

Mr. Howard McNeese
Deputy Commissioner
Department of Education
Cordell Hull Building
Nashville, Tennessee 37219
615/741-3647
(CSSO Designee)

Dr. W. W. Herenton, Superintendent
Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee 38112
901/454-5444
(State School Supts. Assoc.)

Dr. E. Dale Doak, Professor
College of Education
The University of Tennessee
Knoxville, Tennessee 37916
615/974-3435
(Doctoral Degree-granting Inst.)

Dr. Charles Edwards, Dean
College of Education
East Tennessee State University
Johnson City, Tennessee 37601
615/929-4412
(Collegiate Institution)

Mrs. Jane B. McKinley
403 Mohawk Street
Morristown, Tennessee 37814
615/586-2543 (business)
615/586-6974 (residence)
(Classroom Teacher--Tennessee Education Association)

The Honorable James Elkins
Senator from the State of Tennessee
107 Lakeview Lane
Clinton, Tennessee 37716
615/457-3347 (business)
615/457-1305 (residence)
(Member at Large)

AEL BOARD MEMBERS
Virginia

Dr. William Carriker (Member at Large)
School of Education
Ruffner Hall, Room 152
University of Virginia
405 Emmet Street
Charlottesville, Virginia 22903
804/924-7461

Dr. Ulysses V. Spiva, Dean (Member at Large)
Darden School of Education
Old Dominion University
Norfolk, Virginia 23508
804/440-3324

Dr. Carl L. Riehm (CSSO Designee)
Associate Superintendent for
Curriculum and Instruction
Department of Education
Box 6Q
Richmond, Virginia 23216
804/225-2760

Mr. Kenneth J. Dobson, Superintendent (State School Supts. Assoc.)
Pulaski County Schools
Box 231
Pulaski, Virginia 24301
703/980-2237

Dr. Robert M. Smith, Dean (Doctoral Degree-granting Inst.)
College of Education
VPI and State University
Blacksburg, Virginia 24061
703/961-6426

Ms. Connie Clark (Classroom Teacher--Virginia
330 Pearl Street Education Association)
Big Stone Gap, Virginia 24219
703/523-0891

(Vacancy) (Collegiate Institution)

AEL BOARD MEMBERS
West Virginia

Mr. W. I. Hairston (Member at Large)
5316 Venable Avenue
Charleston, West Virginia 25304
304/342-3621 (business)
304/925-9043 (residence)

Mrs. Lois M. Kauffelt (Member at Large)
1407 Connell Road
Charleston, West Virginia 25314
304/343-8147

Mr. James S. Gladwell (CSSO Designee)
Assistant Superintendent
Bureau of Services and Federal Assistance
Department of Education
Capitol Complex, Building 6
Charleston, West Virginia 25305
304/348-2700

Dr. Henry Marockie, Superintendent (State School Supts. Assoc.)
Ohio County Schools
2203-5 National Road
Wheeling, West Virginia 26003
304/242-3430

Dr. Diane Reinhard, Dean (Doctoral Degree-granting Inst.)
College of Human Resources and Education
West Virginia University
Allen Hall
Morgantown, West Virginia 26506
304/293-5703

Dr. Meredith N. Freeman, President (Collegiate Institution)
Concord College
Athens, West Virginia 24712
304/384-9188

Mrs. Sara Buffington (Classroom Teacher--West Virginia Education Association)
1918 Maxwell Road
Point Pleasant, West Virginia 25550
304/675-3262

APPENDIX B:

Non-Public School Administrators:
Communication and Listing

April 18, 1984

Dear Educator:

In 1980 the Appalachia Educational Laboratory (AEL) conducted a comprehensive Needs Assessment Project in its seven member states. We used the resulting need statements to determine AEL's long-term programmatic R & D agenda, as well as to provide guidance in establishing individual state R & D activities. In 1984 we are conducting a survey of non-public schools in each AEL member state for revalidation purposes. Results from this needs sensing study can be used to sharpen the focus of the R & D activities at AEL and in each state.

You have been identified as a person who is interested in the educational needs of your state and as one who would be willing to spend approximately one hour participating in this needs sensing activity.

Enclosed are all the materials you will need to successfully accomplish your validation/rating task:

- AEL to Assess Educational R & D Needs. This brochure provides an overall summary of the original 1980 Needs Assessment Project. Note the special and significant contribution of the original validators to the project. Similarly, your participation and contributions are also significant.

- Instructions. These instructions will provide you with the direction/guidance required to complete your task.

- Need Statements Instrument. The need statements are to be assigned priority ratings according to the enclosed instructions. These statements came from the 1980 Needs Assessment Project.

- Self-addressed Return Envelope (stamped). This envelope is to be used for mailing the completed Need Statements Instrument to AEL.

The number that you see written on the last page of the instrument and the number in front of each need statement are for data control or analysis purposes. Furthermore, the number in front of each need statement has nothing to do with the importance of the need statement--your task is to give us such input. I will be responsible for data analysis of the need statement ratings. Your responses will be carefully coded (using the numbering system) so that confidentiality will be preserved. Only my data coder and I will see your individual ratings and only summaries of the data will be distributed.

I would like to thank you for your cooperation in this important activity. If you have any questions, please feel free to call me toll free at 1-800-624-9120.

Now read the first enclosure for your own information. Then, after following the instructions printed on the instruction sheet, please return the rated Need Statements Instrument no later than seven (7) days after you receive it.

Sincerely yours,

Joe E. Shively

Joe E. Shively, Ph.D.
Director of Needs Assessment

JES:sjk
JRS

Enclosures

AEL to Assess Educational R & D Needs

The Appalachia Educational Laboratory (AEL) is conducting a major assessment of educational needs in its seven member states. The study will produce well-documented statements of research and development needs specific to each state, as well as the agenda for AEL's R & D work. These results will be useful to both AEL and the individual states for establishing research and development priorities in education. Primary support for the study is being provided by the National Institute of Education (NIE).

Needs assessments are not new to the Laboratory. AEL is a non-profit corporation created and controlled by educators of its member states. Its function is to provide the states, separately and collectively, a specialized research and development approach for meeting the verified educational needs of the Region. However, the 1980 assessment differs from previous AEL needs studies. In the current project, AEL staff will work with states to translate identified *educational needs* into statements about *R & D needs* that states can use, independent from AEL, as a basis for decisions about educational R & D planning.

MAJOR EVENTS:

Several major events will occur between February and September 1980. Conferences will be convened in each of the seven member states. Through a structured process, participants will develop a list of state *educational needs*. These lists, combined with educational needs identified by AEL staff members in the course of their work, will be submitted to a larger sample of each state's population for validation. The lists of validated *educational needs* will be translated into *R & D needs* through interactions by Laboratory staff with the Chief State School Officer, department of education personnel, and AEL Board members in the individual states. The R & D needs statements may then be used by states (1) to select short-term R & D service projects to be conducted with AEL, and (2) to identify potential R & D projects that can be conducted using other means of support.

Needs information produced by member states also will guide AEL's long-term R & D planning. A committee of AEL Board members and an NIE representative will be charged with recommending to the Laboratory's Executive Board alternate long-term, programmatic R & D agendas. Major information sources to be used by the committee in its decision-making are a multi-state/regional needs matrix, developed from the seven lists of state-specific educational needs; each state's R & D needs statements; and a set of specially prepared scholarly papers.

The AEL Executive Board will receive the committee's report and select one long-term, programmatic R & D agenda that will guide AEL's work during the next decade. The long-term agenda will include work recommended for support under AEL's institutional agreement with NIE, as well as work recommended for support by other funding sources.

SPECIAL FEATURES: The 1980 needs assessment contains several special features:

- **Equitable representation in selection of conference participants.** Since initial identification of each state's educational needs will occur at the individual conferences, an equitable balance of participants will be selected to represent a broad array of agencies and organizations.
- **Validation of needs by a larger sample of state's residents.** A larger sample of people representing the same groups attending the conferences will be used to verify identified educational needs.
- **Commissioned papers to give in-depth perspectives.** Educational scholars will be commissioned to prepare papers that will refine and expand information about the Region's most prevalent needs.

ANTICIPATED RESULTS: The results of the needs assessment have high potential for positive impact on education in the Region. Information resulting from the study will be useful to the member states as well as to the Laboratory for making decisions about educational R & D priorities.

Three particular results may have immediate impact:

- the listings of each state's most critical R & D needs,
- the identification of state department/AEL R & D service projects, and
- the determination of AEL's long-term, programmatic R & D agenda.

FUTURE PLANS: Since educational needs, and therefore R & D needs, are dynamic, AEL will implement a major needs assessment every three years. Through systematic repetition, the Laboratory can adjust its response to regional needs, both in terms of short-term R & D services and long-term, programmatic R & D work. In addition, AEL can assist member states in appropriately redirecting their R & D focus as some needs are met and new needs emerge.

MORE INFORMATION: A flowchart outlining the progression of the needs assessment and a document describing the design of the project are available from the Laboratory. To obtain these or other information about AEL's 1980 needs assessment, call or write:

Terry L. Eidell, Director
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, WV 25325
304/344-8371

VALIDATION INSTRUCTIONS

1. Attached is an instrument containing statements of educational need and a scale for rating the importance of each need. The scale uses the following notation:

   4: I believe that this need has extreme importance in our state.

   3: I believe that this need has considerable importance in our state.

   2: I believe that this need has some importance in our state.

   1: I believe that this need has relatively little importance in our state.

   0: I really don't think that this is a need in our state.

   ?: I don't understand this need statement well enough to be able to rate its importance.

2. Please read the first need statement. Think about the personal priority you place on that need and the potential impact on the state if that need can be met. Then, with these things in mind, rate the importance of the need statement by circling the appropriate numeral on the scale. (Circle only one numeral for each need statement).

3. Repeat this procedure for each of the other need statements: read it carefully, think about the two considerations, and then rate its importance accordingly.

4. When you've completed the rating procedures, slip the completed instrument into the envelope and return to AEL (the envelope is already addressed and stamped).

Ms. Ura S. Battles, Principal
Advent Episcopal Day School
2019 6th Avenue, North
Birmingham, AL 35203

Ms. Alice Dorah, Principal
Alabama Christian Academy
5345 Atlanta Highway
Montgomery, AL 36193

Mr. Robert C. Lewis, Principal
Ashford Academy
Route 3, Box 604
Ashford, AL 36312

Mr. Ryland O. Chapman, III
Principal
Bayside Academy
P. O. Drawer 130
Daphne, AL 36526

Mr. Billy A. Hillyer
Principal
Berney Point Baptist School
1637 Pearson Avenue, SW
Birmingham, AL 35211

Mr. John Lane Perry, Principal
Chambers Academy
Route 3, Box 166
Lafayette, AL 36862

Ms. Cecilia Street, Principal
Corpus Christi
6300 McKenna Drive
Mobile, AL 36608

Mr. Michael Hall, Principal
Crenshaw Christian Academy
P. O. Box 349
Luverne, AL 36049

Mr. David J. Thompson
Principal
Demopolis Academy
1908 Mauvilla Drive
Demopolis, AL 36732

Mr. Larry J. Pickett
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Elmore, AL 36025

Mr. Philip Anderson, Principal
Fayette Academy
Route 3
Fayette, AL 35555

Mr. David L. Clanton, Principal
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P. O. Box 328
Fort Deposit, AL 36032

Mr. Mickey Tucker, Principal
Glenwood School
P. O. Box 310
Phenix City, AL 36867

Mr. Michael E. Smith, Principal
Grove Hill Academy
Route 3, Box 58
Grove Hill, AL 36451

Sr. Grace O'Neill, Principal
Holy Family School
2300 Beasley Avenue, NW
Huntsville, AL 35805

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Route 1, Box 155
Hope Hull, AL 36043

Mr. Joe L. Jackson, Principal
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6000 Cahaba Valley Road
Helena, AL 35080

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Selma, AL 36701

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Lee-Scott Academy
2307 E. Glenn Avenue
Auburn, AL 36830

Mr. Albert P. Hovey, Principal
Lyman Ward Military Academy
P. O. Box 547
Camp Hill, AL 36850

Ms. Mary V. Hostetter
Principal
Macon Academy
P. O. Box 671
Tuskegee, AL 36083

Mr. J. T. Murfee, Principal
Marion Military Institute
Washington Street
Marion, AL 36756

Mr. Wayne T. Merritt, Principal
McGill-Toolen High School
1501 Old Shell Road
Mobile, AL 36604

Mr. John L. Ross, Principal
Monroe Academy
P. O. Box 927
Monroeville, AL 36460

Mr. A. Dominick, Principal
Mt. Calvary Lutheran School
1660 Limmerick Street
Mobile, AL 36605

Sr. Joan Serda, Principal
Our Lady of Sorrows
1720 Oxmoor Road
Birmingham, AL 35209

Ms. Linda Pledger, Principal
Patrician Academy
P. O. Box 616
Butler, AL 36904

Mr. E. L. Perritt, Principal
South Choctaw Academy High
P. O. Box 160
Toxey, AL 36921

Mr. W. F. Royster, Principal
Southern Normal
Box 408
Brewton, AL 36427

Mr. J. G. Stephenson, Principal
St. Luke's Episcopal School
980 Azalea Road
Mobile, AL 36609

Mr. David L. Welsh, Principal
Sumter Academy
Route 1, Box 389
York, AL 36925

Ms. Frances E. Porter
Principal
Talladega Preparatory Academy
P. O. Box 835
Talladega, AL 35160

Mr. Brian E. Willett
Principal
Trinity Presbyterian School
1700 E. Trinity Boulevard
Montgomery, AL 36194

Mr. Jack A. Clayton, Principal
Wilcox Academy
P. O. Box 657
Camden, AL 36736

Mr. Jack Miller, Principal
Sparta Academy
P. O. Box 545
Evergreen, AL 36401

Mr. Samuel W. Vanleer, Principal
Springwood School
P. O. Box 405
Lanett, AL 36863

Ms. Jan L. Mires, Principal
St. Catherine of Siena
2607 Spring Hill Avenue
Mobile, AL 36607

Sr. Maria Schnipke, Principal
St. Julian Elementary School
116 E. Chester
Middlesboro, KY 40965

Mr. Ralph R. Rush, Principal
Florence Elementary School
103 Center Street
Florence, KY 41042

Sr. Victoria Eisenman, Principal
St. Paul Elementary School
7303 Dixie Highway
Florence, KY 41042

Dr. Alan Saunders
Superintendent
Millersburg Military
Institute High School
Main Street
Millersburg, KY 40348

Mr. Michael Heacock, Principal
Rose Hill Christ Elementary and
High School
Route 6, Box 18
Ashland, KY 41101

Mr. Thomas N. Kearns, Principal
Kentucky School for the Deaf
Elementary and High School
South 2nd Street
Danville, KY 40422

Sr. M. Alice Betigheimer
Principal
St. Augustine Elementary School
203 E. 4th Street
Augusta, KY 41002

Mr. Verdon D. Higgins, Principal
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Star Route 1, Box 350
Jackson, KY 41339

Mr. Doran J. Hostetler, Principal
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High School
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Mr. Joseph Mancini, Principal
St. Romuald Hgh School
Hardinsburg, KY 40143

Mr. Thomas Seither, Principal
Bishop Brossart High School
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Mr. Carl Foster, Principal
Newport Central Catholic
High School
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Newport, KY 41071

Mr. John R. Lucy, Principal
Fort Campbell Junior High School
Forrest & Gorgas
Fort Campbell, KY 42223

Mr. Robert C. Baker, Principal
University Heights Academy
Elementary and High School
P. O. Box 1070
Hopkinsville, KY 42240

Mr. Oliver Hawkins, Principal
Oneida Baptist Institute
Elementary and High School
Oneida, KY 40972

Mr. Thomas H. Pope, Principal
Good Shepherd Christ Elementary
and High School
P. O. Box 1122
Owensboro, KY 42302

Mr. Chris Cameron, Principal
Trinity High School
Maincross Street
Whitesville, KY 42378

The Rev. Joseph E. Bradley
Principal
Owensboro Catholic High School
1524 Parrish Avenue
Owensboro, KY 42301

The Rev. Paul M. Arbogast
Principal
Lexington Catholic High School
2250 Clays Mill Road
Lexington, KY 40503

Mr. Thomas A. Grunwald
Principal
Sayre High School
194 North Limestone
Lexington, KY 40507

Mr. William S. Johns, Principal
Fort Knox High School
7501 Missouri
Fort Knox, KY 40121

Mr. Robert B. Brown, Principal
Walker Middle School
5549 Conroy Avenue
Fort Knox, KY 40121

Sr. Shirley Howe, Principal
Holy Name Elementary School
628 - 2nd Street
Henderson, KY 42420

Ms. Karen Russ, Principal
Assumption High School
2170 Tyler Lane
Louisville, KY 40205

The Rev. Farrell Kane, Principal
DeSales High School
425 Kenwood Drive
Louisville, KY 40214

Ms. Beverly McAuliffe, Principal
Holy Rosary Acad. High School
4801 Southside Drive
Louisville, KY 40214

Sr. Louise M. Willenbrink
Principal
Sacred Heart Acad. High School
3175 Lexington Road
Louisville, KY 40206

Br. Edward Driscoll, Principal
St. Xavier High School
1609 Poplar Level Road
Louisville, KY 40217

Sr. Virginia A. Cleves
Principal
Notre Dame Acad. High School
Hilton Drive Park Hill
Covington, KY 41011

Mr. Richard G. Howard
Principal
Holmes Junior High School
25th and Madison
Covington, KY 41014

Dr. Roger Childress, Principal
Holmes Senior High School
25th and Madison
Covington, KY 41014

The Rev. Gerald Calhoun
Principal
St. Marys High School
1243 Elmdale Road
Paducah, KY 42001

Sr. Margaret Willis, Principal
Bethlehem High School
309 West Stephen Foster
Bardstown, KY 40004

Mr. H. B. Riley, Principal
Potter Elementary and High School
2600 Nashville Road
Bowling Green, KY 42101

Mr. Peter Flaig, Principal
Trinity High School
4011 Shelbyville Road
Louisville, KY 40207

Mr. Paul F. Brinker, Principal
Covington Catholic High School
1600 Dixie Highway
Covington, KY 41011

Ms. Ann M. Claypoole, Principal
The Alpha School
2701 S. Smithville Road
Dayton, OH 45420

Sr. Katherine Hoelscher, Principal
Archbishop Alter School
940 East David Road
Kettering, OH 45429

Mr. Jerome A. Partykn, Principal
Archbishop Hoban School
400 Elbon Avenue
Akron, OH 44306

Mr. Clarence M. Moses
Head Teacher
Bethany Lutheran School
6041 Ridge Road
Parma, OH 44129

Mr. John Durant, Principal
Bishop Watterson School
99 E. Cooke Road
Columbus, OH 43214

The Rev. Martin Donnelly, Principal
Central Catholic School
2550 Cherry Street
Toledo, OH 43608

Mr. Paul J. Miller, Principal
Central Christian School
Box 9
Kidron, OH 44636

Msgr. Neil O'Conner, Principal
Cleveland Central Catholic School
6550 Baxter
Cleveland, OH 44105

Ms. Karen Pollock, Principal
Clintonville Academy
3916 Indianola Avenue
Columbus, OH 43214

Mr. John V. Chapman, Principal
Columbus School for Girls
56 South Columbia Avenue
Columbus, OH 43209

Mr. James M. Vandermeule
Principal
Cuyahoga Valley Christian Academy
4687 Wyoga Lake Road
Cuyahoga Fall, OH 44222

Mr. James O. Rakestraw, Principal
Dayton Christian Middle School
501 Hickory Street
Dayton, OH 45410

Mr. Dean A. Kennedy, Principal
Elyria Christian Academy
145 Academy Court
Elyria, OH 44035

Rabbi Solomon Moerman
Principal
Hebrew Academy
1860 S. Taylor Road
Cleveland Heights, OH 44118

Mr. Eugene T. Krakowiak
Principal
Holy Name School
6000 Queens Highway
Parma Heights, OH 44130

Sr. Carol Tobler, Principal
Incarnate Word Academy
6618 Pearl Road
Parma Heights, OH 44130

Mr. Robert R. Coombs, Jr.
Principal
Lake Ridge Academy
37501 Center Ridge Road
North Ridgeville, OH 44039

Mr. Patrick Solomon, Principal
Lakewood 7th Day Adventist School
1382 Arthur Avenue
Lakewood, OH 44107

Mr. John C. Russell, Principal
Massillon Christian School
965 Overlook Avenue, SW
Massillon, OH 44646

Sr. Rose A. Gressel, Principal
Mercy Montessori Center
2335 Grandview Avenue
Cincinnati, OH 45206

Sr. M. Carol Grego, Principal
Notre Dame Academy
3535 Sylvania Avenue
Toledo, OH 43623

Mr. Ronald D. Bork, Principal
Our Shepherd Evangel. Lutheran
250 Bowhall Road
Painesville, OH 44077

Mr. Jason Edgecombe, Principal
Ramah Junior Academy
4770 Lee Road
Cleveland, OH 44128

Ms. Evelyn Spuehler, Principal
Spring Valley Academy
1461 E. Spring Valley Road
Centerville, OH 45459

Sr. Carolyn Clines, Principal
St. Charles School
7107 Wilber Avenue
Parma, OH 44129

Sr. Paula M. Becker, Principal
St. Helen School
5086 Burkhardt
Dayton, WV 45431

Mr. Theodore J. Wallace, Principal
St. Mary School
410 West Jefferson
Sandusky, OH 44870

The Rev. Edward Reck, Principal
Tri-County Christian School
7350 Dixie Highway
Fairfield, OH 45014

Mr. Donald E. Higdon, Principal
Xenia Christian Day School
1120 South Detroit Street
Xenia, OH 45385

Mr. David E. Green, Principal
Lutheran West School
3850 Linden Road
Rocky River, OH 44116

Sr. Jovita Hatem, Principal
St. Paul School
61 Moss Road
Westerville, OH 43081

Sr. Maureen Field, Principal
St. Vincent-St. Mary School
15 North Maple Street
Akron, OH 44303

Mr. Michael Trainor, Principal
St. Xavier School
600 North Bend Road
Cincinnati, OH 45224

Mr. Edward Tyrrell, Principal
Summit Country Day School
2161 Grandin Road
Cincinnati, OH 45208

Principal
Bishop Carroll High School
Box 57
Ebensburg, PA 15931

Principal
Valley Forge Christian Academy
Valley Park and White Horse
Phoenixville, PA 19460

Principal
Bishop McDevitt High School
22nd and Market Streets
Harrisburg, PA 17103

Principal
Yeshiva Academy of Harrisburg
100 Vaughen Street
Harrisburg, PA 17110

Principal
Cardinal O'Hara High School
Eagle and Springfield Roads
Springfield, PA 19064

Principal
Monsignor Bonner High School
Garrett and Lansdowne
Drexel Hill, PA 19063

Principal
St. Matthew's Lutheran School
950 West Seventh Street
Erie, PA 16507

Principal
Shalom Christian Academy
126 Social Island Road
Chambersburg, PA 17201

Principal
Milton Elsner Yeshiva High School
930 Hickory Street
Scranton, PA 18505

Principal
Catholic High School Lancaster
650 Juliette Avenue
Lancaster, PA 17601

Principal
Oak Grove Amish School
Willow Road
Lancaster, PA 17601

Principal
Gettysburg Christian Academy
328 West Middle Street
Gettysburg, PA 17325

Principal
Eden Christian Academy
2326 Duncan Avenue
Allison Park, PA 15101

Principal
Hebrew Institute
6401 Forbes Avenue
Pittsburgh, PA 15217

Principal
North Catholic High School
1400 Troy Hill Road
Pittsburgh, PA 15212

Principal
St. Joseph High School
800 Montana Avenue
Natrona, PA 15065

Principal
St. Mathew Lutheran School
600 East North Avenue
Pittsburgh, PA 15212

Principal
Seton Lasalle High School
1000 McNeilly Road
Pittsburgh, PA 15226

Principal
Swissvale Baptist Academy
Schoyer Avenue and Miriam Street
Pittsburgh, PA 15218

Principal
Beaver Valley Christian Academy
350 Adams Street
Rochester, PA 15074

Principal
Quigley High School
Franklin Street Exit
Baden, PA 15005

Principal
Villa Joseph Marie High School
1180 Holland Road
Holland, PA 18966

Principal
Allentown Central Catholic High School
Fourth and Chew Streets
Allentown, PA 18102

Principal
Lehigh Christian Academy
689 South Hillview Road
Allentown, PA 18103

Principal
Mt. View Seventh Day Adventist School
305 Fleming
Williamsport, PA 17701

Principal
Valley View Amish School
R. D. 1, Box 393
Belleville, PA 17004

Principal
Pocono Central Catholic High School
R. D. 1
Cresco, PA 18326

Principal
Akiba Hebrew Academy
223 North Highland Avenue
Marion Station, PA 19066

Principal
The Baldwin School
Montgomery and Morris
Bryn Mawr, PA 19010

Principal
King of Prussia Christian Academy
590 West Valley Forge Road
King of Prussia, PA 19406

Principal
Notre Dame High School
3417 Church Road
Easton, PA 18042

Principal
Pius X High School
Third Avenue
Bangor, PA 18013

Principal
Lutheran High School of Philadelphia
13th and Ruscomb Streets
Philadelphia, PA 19141

Principal
Nazareth Academy High School
Grant and Frankford Avenue
Philadelphia, PA 19114

Principal
Roman Catholic High School
Broad and Vine Streets
Philadelphia, PA 19107

Principal
Johnstown Christian School
R. D. 2
Holsoppie, PA 15935

Principal
Venango Christian High School
1505 West First Street
Oil City, PA 16301

Principal
Immaculate Conception High School
135 West Chestnut Street
Washington, PA 15301

Principal
St. Michael's School for Boys
Box 370
Hoban Heights
Tunkhannock, PA 18657

Principal
York Catholic High School
601 East Springettsbury
York, PA 17403

Mr. Ronny J. Copeland, Principal
Nashville Christian School
7555 Sawyer Brown Road
Nashville, TN 37221

Mr. Jack Little, Principal
Old Hickory Academy
1981 Holywood Drive
Jackson, TN 38301

Sister Marie Anne Ballard, Principal
St. Ann School-Bartlett
6529 Stage Road
Memphis, TN 38134

Sister Mary Angela, Principal
St. Cecilia Academy
4210 Harding Road
Nashville, TN 37205

Sister Mary Jeanne Partington
Principal
St. Patrick School
St. Patrick Street
McEwen, TN 37101

Ms. Loretta H. Welsh, Principal
St. Paul The Apostle School
306 West Grizzard Street
Tullahoma, TN 37388

Mr. Larry Van Neste, Principal
Sky View Academy
3000 University
Memphis, TN 38127

Mr. Paul E. Young, Principal
Southern Baptist Educational
Center
5250 Tulane Road
Memphis, TN 38109

Mr. William Hovendon, Principal
Sumner Academy
P. O. Box 944
Gallatin, TN 37066

Mr. Tom Hughes, Principal
Tennessee Academy
1201 Haralson Street
Brownsville, TN 38012

Mr. Leonard K. Bradley, Principal
Friendship Christian Elementary School
P. O. Box 727
Lebanon, TN 37087

Mr. James Bridgeman, Principal
Goodpasture High School
619 Due West Avenue
Madison, TN 37115

Mr. Inge M. Smith, Principal
Harpeth Academy
P. O. Box 349
Franklin, TN 37064

Mr. Daniel W. Kellum, Principal
Harrison-Chilhowee Baptist Academy
Seymour, TN 37865

Sister M. Gabriella Webb, Principal
Immaculate Conception High School
1725 Central Avenue
Memphis, TN 38104

Ms. Mattie L. Robinson, Principal
Knoxville Christian School
11549 Snyder Road
Knoxville, TN 37922

Mr. Manford R. Simcock, Principal
Madison Academy
100 Academy Drive
Madison, TN 37115

Mr. William Hoyt, Principal
Memphis Catholic High School
61 North McLean Boulevard
Memphis, TN 38104

Mr. David R. Davis, Principal
Memphis Preparatory School
1555 McAlister Drive
Memphis, TN 38116

Mr. J. W. Wooldridge, Principal
Middle Tennessee Christian School
1720 Memorial Boulevard
Murfreesboro, TN 37130

Mr. John Rutland, Principal
Auburndale School
2100 North Germantown Road
Cordova, TN 38018

Mr. Howard M. Kennedy, Principal
A. W. Spalding Elementary School
P. O. Box 568
Collegedale, TN 37315

Mr. Charles D. Wortham, Principal
Bishop Byrne High School
1475 East Shelby Drive
Memphis, TN 38116

Mr. Rex Davis, Principal
Boyd Buchanan School
4626 Bonnieway Drive
Chattanooga, TN 37411

Mr. Charles Smith, Principal
Clarksville Academy
710 North Second Street
Clarksville, TN 37040

Mr. Dean Maddock, Principal
Collegedale Academy
P. O. Box 628
Collegedale, TN 37315

Mr. James D. Phifer, Principal
Notre Dame High School
2701 Vermont Avenue
Chattanooga, TN 37404

Mr. Joseph R. Thornton, Principal
Episcopal Day School
Route 1, Old Humboldt Road
Jackson, TN 38301

Mr. Thomas S. Collums, Principal
Evangelical Christian School
7600 Macon Road
Cordova, TN 38018

Mr. Dick Hays, Principal
Ezell-Harding Christian High School
574 Bell Road
Antioch, TN 37013

Mr. J. O. Belin, Principal
First Assembly Christian School
P. O. Box 11487
Memphis, TN 38111

Mr. William Campbell, Principal
Franklin Road Academy
4800 Franklin Road
Nashville, TN 37220

Ms. Phyllis Wahl, Principal
Yeshiva of the South School
5255 Meadowcrest Cove
Memphis, TN 38117

Sr. Laurence Boucher
Principal
All Saints Parochial School
9294 Stonewall Road
Manassas, VA 22110

Dr. W. Hugh Moomaw, Principal
Cape Henry Collegiate School
1320 Mill Dam Road
Virginia Beach, VA 23454

Rabbi Joshua H. Sackett
Principal
Hebrew Academy of Tidewater
1244 Thompkins Lane
Virginia Beach, VA 23464

Sr. Therese Dowgiallo, Principal
Linton Hall Military School
9535 Linton Hall Road
Bristow, VA 22013

Mr. William A. Owings
Principal
Lynchburg Christian Academy
701 Thomas Road
Lynchburg, VA 24514

Rabbi David Abramchik, Principal
Rudin Torah Academy
6801 Patterson Avenue
Richmond, VA 23226

Mrs. Jean R. Green, Principal
St. Anne School
350 Euclid Avenue
Bristol, VA 24201

Sr. Mary F. McBride, Principal
St. Gregory School
5345 Virginia Beach Boulevard
Virginia Beach, VA 23462

Sr. Lynmarie, Principal
St. Leo's School
3704 Old Lee Highway
Fairfax, VA 22030

Sr. Karl Ann Homberg, Principal
St. Philip School
7506 St. Philip Court
Falls Church, VA 22042

Mr. William H. Dotson, Principal
Sweethaven Christian School
5100 West Norfolk Road
Portsmouth, VA 23703

Dr. Wayne D. Massey, Principal
Woodlawn Academy
P. O. Drawer 939
Chatham, VA 24531

Col. James W. Pendergrass
Principal
Fork Union Military Academy
P. O. Box 278
Fork Union, VA 23055

Mr. Romulus M. Sanders, Jr.
Principal
Hargrave Military Academy
Route 5
Chatham, VA 24531

Col. Trevor D. Turner
Principal
Randolph Macon Academy
Front Royal, VA 22630

Mr. Charles F. Zimmer
Principal
Virginia Episcopal School
P. O. Box 408
Lynchburg, VA 24505

Sr. Mary J. Albert, Principal
Notre Dame Academy
P. O. Box 197
Middleburg, VA 22117

Mr. Robert E. Leopheimer
Principal
St. Agnes School
Jefferson Park
Alexandria, VA 22302

Sr. Alice Condon, Principal
St. Mary's Academy
2404 Russell Road
Alexandria, VA 22301

Mr. Patrick Bassett, Principal
Stuart Hall
P. O. Box 210
Staunton, VA 24401

Mr. Michael B. Redman
Principal
Brunswick Academy
Highway 606 North
Lawrenceville, VA 23868

Mr. J. David Yoder, Principal
Eastern Mennonite High School
Harrisonburg, VA 22801

Sr. Nancy Focht, Principal
Holy Cross High School
2125 Langhorne Road
Lynchburg, VA 24501

Mr. William M. Hooper
Principal
Isle of Wight Academy
P. O. Box 105
Isle of Wight, VA 23397

Mr. Charles A. Schneider
Principal
Norfolk Christian High School
255 Thole Street
Norfolk, VA 23505

Sr. Suzanne Thompson
Principal
Our Lady of Walsingham
High School
P. O. Box 159
Williamsburg, VA 23185

Br. Robert E. Lambour
Principal
Peninsula Catholic High School
332 34th Street
Newport News, VA 23067

Mr. Gregory J. O'Conner
Principal
Roanoke Catholic High School
620 North Jefferson Street
Roanoke, VA 24016

Mr. William G. de Coligny
Principal
St. Anne's Belfield School
2132 Ivy Road
Charlottesville, VA 22903

Mr. William A. Havard, Principal
Tidewater Academy
P. O. Box 536
Wakefield, VA 23888

Sr. Mary Paul Moxley, Principal
St. Joseph School
336 South Queen Street
Martinsburg, WV 25401

Ms. C'Ann Hill, Principal
St. Joseph Central School
600 - 13th Street
Huntington, WV 25701

Mr. Pete Basil, Principal
Madonna School
Park Avenue and Michael Way
Weirton, WV 26062

Mr. Guy R. Packrone, Principal
Notre Dame School
127 East Pike Street
Clarksburg, WV 26301

Dr. Deborah M. Blackwood, Principal
Charleston Catholic High School
Broad and Virginia Streets
Charleston, WV 25301

Sr. Eileen Marie Sinnott, Principal
St. Patrick School
224 Center Avenue
Weston, WV 26452

Sr. M. Jane Harrington, Co-Principal
Mr. John R. Miller, Co-Principal
Bishop Donahue School
325 Logan Street
McMechen, WV 26040

Ms. Mary Joan McMahon, Principal
St. James and St. John School
St. James Building
31 - 4th Street
McMechen, WV 26040

Sr. Eileen Carney, Principal
St. Francis Central School
375 Birch Street
Morgantown, WV 26505

Dr. Joseph Viglietta, Principal
Central Catholic School
14th and Eoff Streets
Wheeling, WV 26003

Mr. Richard Skaggs, Principal
Wheeling Catholic Consolidated School
St. Alphonsus Building
2111 Market Street
Wheeling, WV 26003

Mr. Mark Lynskey, Principal
Parkersburg Catholic School
3201 Fairview Avenue
Parkersburg, WV 26101

Mr. Lorena Sue Boyce, Principal
Fairmont Catholic School
416 Madison Street
Fairmont, WV 26554

Principal
Martinsburg Academy
P. O. Box 1356
Martinsburg, WV 25401

Principal
Lory Baptist School
Route 1, Box 135
Julian, WV 25529

Principal
Christian Academy
990 Jefferson Avenue
Huntington, WV 25704

Principal
Mt. Hebron Academy
Route 2
Salem, WV 26426

Principal
North Fork Christian School
Cabins, WV 26855

Principal
Greenbrier Valley Christian School
Route 92
White Sulphur Springs, WV 24986

Principal
Christian Academy
P. O. Box 445
Ravenswood, WV 26164

Principal
Cross Lanes Christian School
5330 Floradale Drive
Charleston, WV 25312

Principal
North Fork Christian School
Cabins, WV 26855

Principal
Calvary Baptist Academy
3655 Teays Valley Road
Hurricane, WV 25526

Principal
Beckley Pentecostal Academy
2211 S. Kanawha Street
Beckley, WV 25801

Principal
Bolt Christian Academy
Box 331
Bolt, WV 25817

Principal
Pipestem Christian School
Pipestem, WV 25979

Principal
Parkersburg Christian School
711 Broadway Avenue
Parkersburg, WV 26101

Principal
Elk Valley Christian School
P. O. Box 625
Elkview, WV 25701

Principal
First Baptist Christian School
Box 306-C
Chapmanville, WV 25508

Principal
Calvary Christian School
Meadowdale
Fairmont, WV 26554

Principal
Maranatha Baptist School
3140 Oakvale
Princeton, WV 24740

Principal
Keystone Christian Academy
P. O. Box 856
Keystone. WV 24852

Principal
Seventh Day Advent School
110 South Park
Wheeling, WV 26003

APPENDIX C:

Confirmation Instrument

NEED STATEMENTS INSTRUMENT

Rating Scale Key	4 - Extreme importance 3 - Considerable importance 2 - Some importance 1 - Relatively Little importance 0 - Probably Not a need ? - Don't Understand statement

1.	There needs to be greater recognition of the limited capabilities of schools, greater agreement on their legitimate purposes and goals, and greater attention to the need for curriculum that is both focused on essential learning and free of unnecessary duplication.	4	3	2	1	0	?
2.	Communication between schools and their various publics needs to be dramatically improved and increased, so that all involved are better informed on educational issues, more aware of school successes and measures of effectiveness, and more confident and supportive of schools' future.	4	3	2	1	0	?
3.	Every possible effort needs to be made to assure that each student masters the basic skills of reading, writing, and mathematics prior to completion of high school.	4	3	2	1	0	?
4.	Students need to understand the general purposes and personal relevance of education, they need to have a good knowledge of the educational and career opportunities available to them, they need to recognize the career implications of educational decisions they make (particularly in high school), they need to be motivated to succeed in all aspects of school, and they need to take greater responsibility and initiative for both their educational and their career development.	4	3	2	1	0	?
5.	School curricula needs to place greater emphasis on helping students develop the knowledge, skills, and attitudes they will need to be effective life-long learners in a society that is both rapidly changing and increasingly constrained and interdependent.	4	3	2	1	0	?
6.	Greater efforts need to be made to maximize the potential of career and vocational programs, so that all students, upon completion of high school, understand the world of work and its relation to education, can assess accurately their own career interests and skills, have developed specific career decision-making skills, and are prepared to seek and obtain productive and satisfying employment.	4	3	2	1	0	?
7.	Ways need to be developed to meet the deficiencies in guidance and counseling programs, so that children can develop throughout their school experiences an increasing understanding of the relationships among educational opportunities, career development, and personal growth during the rest of their lives.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

Rating Scale Key	4 - Extreme importance 3 - Considerable importance 2 - Some importance 1 - Relatively Little importance 0 - Probably Not a need ? - Don't Understand statement

8.	Schools and educators need to recognize that drug and alcohol use, abuse, and addiction among youth is a serious problem that needs to be alleviated and they need to take an active role in programs designed for prevention, intervention, and treatment.	4	3	2	1	0	?
9.	Measures need to be taken to improve the quality of discipline in schools and classrooms, including, for example, increasing awareness among all school constituencies of the need for discipline, increasing the ability of school personnel to handle discipline situations, placing greater responsibility and authority for discipline with classroom teachers, and designing more effective special programs for students who are especially disruptive.	4	3	2	1	0	?
10.	Schools need to increase substantially their ability to diagnose, meet, and monitor the unique educational needs of each individual student, whether or not he/she is diagnosed as "exceptional."	4	3	2	1	0	?
11.	Ways need to be developed to provide more positive communication between parents and teachers, to involve parents of children at all grade levels in their children's learning, and to generate more positive feelings among parents about schools in general, about their contacts with teachers, and about the education of their children.	4	3	2	1	0	?
12.	Systems for collecting, analyzing, and reporting performance data and cost-benefit data about both programs and students need to be developed, disseminated, and used to evaluate both programs and students.	4	3	2	1	0	?
13.	Inadequacies in school funding programs, as well as their undesirable consequences, need to be carefully reviewed and effectively dealt with so that the collection and allocation of funds for education matches more closely the mandated and desired priorities of education.	4	3	2	1	0	?
14.	Preservice and inservice education for teachers, administrators, and school board members needs to be improved and expanded, and uniform standards for assessing the quality of this education need to be carefully developed and rigorously applied through certification, accreditation, and contract renewal decisions.	4	3	2	1	0	?
15.	Methods need to be developed--and implemented in schools--that reduce all forms of inequities which exist for students, teachers, and administrators.	4	3	2	1	0	?

NEED STATEMENTS INSTRUMENT

Rating Scale Key	4 - Extreme importance 3 - Considerable importance 2 - Some importance 1 - Relatively Little importance 0 - Probably Not a need ? - Don't Understand statement

16.	The competence of personnel in education--particularly teachers--varies dramatically. Policies and procedures need to be adopted to assure that only highly qualified and motivated individuals are certified and employed to teach; improved performance evaluation systems, including adequate provision of time and incentives, need to be developed, adopted, and utilized; and tenure needs to be granted only to individuals who have adequately demonstrated their competence as professional educators.	4	3	2	1	0	?
17.	Programs, incentives, and working conditions need to be changed and/or developed to enhance the profession of teaching, increase the self-esteem and morale of teachers and others in school districts, and thereby reduce the need for teachers to turn to collective bargaining as their primary strategy for dealing with organizational problems.	4	3	2	1	0	?
18.	More systematic R & D needs to be conducted in education, this R & D needs to address fundamental educational questions and problems, and the knowledge produced by these efforts needs to be systematically used to assess needs, plan programs, and design practices.	4	3	2	1	0	?
19.	We tend in education to adopt changes without first investigating thoroughly their potential costs and benefits. We need to investigate more thoroughly the costs and benefits of proposed changes before we make them, including careful field-testing and budgetary analysis of the proposed changes and of their implications for the future.	4	3	2	1	0	?
20.	The roles, purposes, and functions of the state department of education--particularly its responsibilities for information collection, regulation, service, and professional development--need to be clearly defined and well communicated to citizens in the state.	4	3	2	1	0	?
21.	Ways need to be developed to enhance communication, coordination, and collaboration among various educational agencies, e.g., through participation of synthesis studies, development of regional exchanges, and organization of informational clearinghouses.	4	3	2	1	0	?